Dear Faculty and Staff:

Welcome to the University of Arizona School of Journalism!

We are very glad to have you as an integral part of our school, and you are part of an esteemed group of dedicated educators that have made journalism better since 1951. New instructors quickly find that there is a great difference between knowing a subject and knowing how to teach it to someone else. This manual will help you get started. You probably will have lots of questions. Please don’t hesitate to ask the help of any faculty or staff member. You may find that teaching even one class will prove to be as demanding of you as it is for the students. I hope you also will find it as rewarding and fulfilling as we do.

Thanks for the countless contributions that you make for the school, for students, and for journalism.

David Cuillier
Director
School of Journalism
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How the manual is organized

This manual has three sections: (1) Teaching, (2) School of Journalism personnel and operations policies and procedures, and (3) Appendices. The documents in each section comprise policies developed by the U.S. government, Arizona Board of Regents, University of Arizona and School of Journalism. These documents include memoranda and printouts from official websites. The manual also includes summaries of teaching ideas and issues prepared by UA faculty.

The teaching section is in chronological order, starting with an instructor’s preparation of the course syllabus, then moving to class organization and first-day responsibilities, grading policies, course evaluations and policies regarding student and faculty behavior.

The section on personnel and operations policies and procedures deals with topics such as faculty hiring and promotion policies, faculty and staff duties, faculty and staff communication, instructional and office technology policies, building security, and payroll and reimbursement information.

The appendices include additional information about specific federal, Board of Regents, and University policies, and UA teaching resources.
Teaching
The university takes the syllabus very seriously as an implied legal contract between you and the students. This is a document that combines the School of Journalism’s policies with those required and/or recommended by the university and the College of Social and Behavioral Sciences.

We have noted below all the sections that a syllabus should include. Most of it can simply be copy and pasted, but some parts will need to be tailored to your course. We have pointed out in italics where some language is required and where some can be adjusted by instructors.

If you teach a co-convened 400-500 class with master’s students you may provide separate syllabuses, or one syllabus, but you must provide additional work for master’s students beyond what the undergraduate students are required to complete. Also, inclusion of discussion about diversity in syllabuses is necessary for national accreditation.

You may distribute your syllabus on D2L, via email, or in another electronic means. If you provide the syllabus online only, then you must instruct students to review it. Some instructors give a quick quiz the first week on the syllabus and academic integrity policy to make sure students review the materials and understand them.

The College of Social and Behavioral Sciences offers teaching resources and policies that can be found at: http://web.sbs.arizona.edu/college/instructional-policies-resources.

Any rule or procedure that affects the conduct of your class needs to be spelled out. You can make changes as the semester progresses, but if you do, you need to give students a revised syllabus and it should be in the students’ favor. However, you cannot change your grading system, which is a legally binding contract between you and your students. If you make an adjustment for one student, it should apply to all students (e.g., you should not grant extra credit to only one student; if you provide it to one student you must offer it to all).

Each semester you are required to send the office staff an electronic version of your syllabus; the office is required to keep this on file for one year, under Arizona Board of Regents policy. Email your syllabuses to Celina Centeno centenoc@email.arizona.edu before the first day of class. With 48 hours of lead time, the office staff will make copies of your syllabus for you. You should go through the syllabus during the first day of class and provide copies for students on paper or via email or D2L, or both.
Course Number, Title, Location and Times

Description of Course
- What the course will cover. Short and concise, giving enough detail to be useful
- Lecture only, lecture and lab combination, seminar, studio, small group activities or group projects, experiential or service learning, in-class discussion, web-delivered content or assessment, etc.

Course Prerequisites or Co-requisites
- List all course prerequisites and any courses that must be taken simultaneously with this course.

Instructor and Contact Information
- Instructor name, office location, telephone number, e-mail address
- Office Hours/“Open Door Policy”; If an online class, clarify your response time (e.g., within 24 hours)
- Teaching assistants (if applicable) and their contact information and office hours (if applicable)
- Web information including course homepage, instructor homepage, and D2L information
- Means by which online communication will be conducted (e.g., official UA email address, D2L)
- A little about you, and, if you have one, a URL for your webpage

Course Objectives and Expected Learning Outcomes
- What does the instructor/department expect the student to accomplish? These have been set for each skills class. Contact the office for the outcomes for the class you are teaching. You must include on your syllabus the outcomes and goals as determined by the school
- Relate objectives and outcomes to Catalog description and class topics
- State intended learning outcomes in measurable terms
- Courses included in a major or minor should link course learning outcomes to undergraduate program assessments listed for the program (see http://assessment.arizona.edu/academic_degree_programs)

Makeup Policy for Students who Register Late After the First Class
- Statement on whether missed assignments/quizzes may be made up and the deadline for doing so if they missed the first day of class.
- Here is we handle the first day of classes: On the first day of class, after waiting 10 minutes for latecomers, call the roll. If anyone on the roster is not present then drop them from the class if there are other students wanting into the class. If a student on the roster contacted you ahead of time to explain they would be gone for a legitimate reason,
and you accept that reason, you may leave that student on the roster. If there are still openings in the class, add students from the wait list in the order they are listed, if they are present. If you still have openings after that, take walk-ins, checking with them to make sure they meet the pre-reqs of the class. For classes that meet just once a week, close the course to additional students after the first day. For classes that meet two or three times a week, accept students on the first and second meetings. If a student was on the roster and didn’t show up the first day and was dropped, allow the student to get back at the second meeting time, if there is room. If there is no room in the class, then that student is out of luck and can’t get in. Students from the wait list, or who just showed up, who are admitted to the class on the first day should not be bumped from the class later; They have been admitted permanently. No one should be admitted after the first week of classes because they have missed too much material.

Required Texts, Readings or Special Materials
- List both required and recommended texts, books, articles, etc.; delineate required versus optional. Specify required versus optional
- Explain where they can get readings: Purchased, library reserve, class handouts or D2L
- Special tools or supplies needed: camera, sound equipment, laptop, flash drives, etc.

Bibliography
Recommended, not required.
- Additional current research and/or writings, along with how they can get them (e.g., library)

Required Extracurricular Activities (if any)
- Explain field trips, service learning projects, etc., with the expected time commitment

Attendance policy
Attendance is a source of a lot of conflict every semester. Instructors need to record attendance in every reporting and editing class. Your attendance policy needs to be stated clearly in the syllabus and you need to follow it exactly with a process that is defensible – shoddy bookkeeping can result in error and successful grade appeals. Most instructors in the School of Journalism allow no more than one unexcused absence in a once-a-week class and no more than two unexcused absences in a twice a week class. After that, you can administratively drop the student if the third absence occurs before the add/drop deadline (the end of the eighth week of classes) or give him/her a failing grade if the absence occurs afterward.

Make clear what your own policy is – and do not allow wiggle room. Online classes must state the class participation policies – what constitutes participation and how that will be evaluated. Most of the following language below is recommended and you are advised to copy and paste it into your syllabus, but you may adjust the first
Attendance in journalism classes is mandatory. Students who don’t attend class miss a lot. Many of our classes are taught without textbooks and are highly experiential in nature, making it difficult to make up later. Unexcused absences will have a major impact on your grade, because in most cases, you will not be permitted to make up missed assignments. [XX number] of unexcused absences will result in your being dropped from the class. If the [XX] absence is after the drop deadline then you will receive an E in the course.

Recommended Language by UA – we don’t have to follow: Participating in course and attending lectures and other course events are vital to the learning process. As such, attendance is required at all lectures and discussion section meetings. Students who miss class due to illness or emergency are required to bring documentation from their healthcare provider or other relevant, professional third parties. Failure to submit third-party documentation will result in unexcused absences.

Excused absences are granted only for valid, documented reasons and only if the reason makes your presence at the scheduled time impossible. By school policy, acceptable excuses are limited to five: serious illness, jury duty, religious observance, dean’s excuse and military reserve obligation. If you have a reason for missing class that you think is legitimate, it is your responsibility to ask your instructor ahead of time if at all possible. This is expected even if you are ill. Absence excuses are subject to verification. Presenting a false excuse will be considered cheating, a violation of the academic integrity rules.

These three following bullet points are required by the UA to be included:

- The UA’s policy concerning Class Attendance, Participation, and Administrative Drops is available at: http://catalog.arizona.edu/2015-16/policies/classatten.htm.
- The UA policy regarding absences for any sincerely held religious belief, observance or practice will be accommodated where reasonable, http://policy.arizona.edu/human-resources/religious-accommodation-policy.
- Absences pre-approved by the UA Dean of Students (or Dean Designee) will be honored. See:https://deanofstudents.arizona.edu/absences

A Dean’s Excuse provides excused absences for university-sponsored events/activities for academic, non-academic, and recognized student organizations. If a student must miss a class or classes for a university-sponsored event, the faculty or staff responsible for that event request a UA Official Activity Excused Absence Request Form from the Dean of Students Office. A Dean’s Excuse is not available for personal absences including illness, family emergency, scheduled vacations, etc.

The Dean of Students Office does not have oversight of academic departments or faculty members and does not grant individual excused absences. Each faculty member manages his or her classroom in the manner in which they see fit and are the only ones who may determine what constitutes an excused absence. Therefore, Dean of Students is unable to excuse absences for students, grant extensions, require that professors allow students to make-up missed work, or ensure students may miss class and submit late work without penalty, etc.

The best thing to do is for you to communicate directly with me regarding your absence. I am the only person who can excuse your absence, and determine if alternatives or make-up work is an option. The Dean of Students Office does provide Emergency Notifications in situations where students must be absent from class due to an emergency.
situation but are unable to contact their instructors themselves due to their condition. Be aware that Emergency Notifications are not excused absences.

Grading standards
Grades are paramount to students. The grading plan you outline in the syllabus must be followed throughout the semester since it is legally binding. It is very important that your standards be high, your grading process transparent and evenhanded. If you plan to grade on the curve, or if you will drop the lowest of the scores on exercises, as some instructors do, specify this in your policy. Add as much detail as possible on how you will determine grades, including whether you will use rubrics and where to find them. You should include:

Specify the grade distribution for the course. Provide a detailed explanation of the methods of evaluation and how the final grade will be calculated, including: components /assignments, weightings, evaluation criteria, an explanation of how late work will be graded, and a description of extra credit opportunities.

University policy regarding grades and grading systems is available at [http://catalog.arizona.edu/2015-16/policies/grade.htm](http://catalog.arizona.edu/2015-16/policies/grade.htm)

- A clear explanation of how the overall course grade is assigned based on the sum of the various grading factors (e.g., 90-100 of possible points is a grade of A, etc.)
- A full explanation of the differences in grading factors/weighting between the 400- and 500-level versions of a co-convened course
- Provide the acceptable time period for disputing a grade on a paper, project, or exam.
- State how late assignments and extra credit opportunities, if any, will be handled
- For 205 and 208 classes, a minimum grade of C is a requirement to advance to many of the upper-division courses in the skills sequence.
- Requests for incompletes (I) and withdrawal (W) must be made in accordance with university policies available at [http://catalog.arizona.edu/2015-16/policies/grade.htm#I](http://catalog.arizona.edu/2015-16/policies/grade.htm#I) and [http://catalog.arizona.edu/2015-16/policies/grade.htm#W](http://catalog.arizona.edu/2015-16/policies/grade.htm#W) respectively.

SAMPLE TEXT: My grading system
In this school, we grade on results, not effort. I am always willing to discuss a grade and I will gladly change it if I have made an error. But an argument that “I really worked hard on this assignment so I deserve better” will not be a sufficient reason to reconsider the grade. If you wish to dispute a grade, please see me within two weeks of receiving it.

**Here is how I evaluate your work:**

A Superior in all or nearly all areas. Requires little to no editing. Publishable (print, broadcast, online).

B Professional quality/publishable. Overall, sound work, but editing/revision required before publication. Generally readable/usable and interesting.

C Competent but not ready for publication. Generally acceptable work, but may need more sources or reworking.

D Substandard. Demonstrates effort by the student, but fails to meet
competency standards because of mechanical errors, lack of clarity or lack of content.
E  Fails to meet minimum expectations in most or all areas.

**How your final grade will be determined:**

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<tr>
<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Regular assignments</td>
<td>30%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>2 research papers, 15% each</td>
<td>30%</td>
</tr>
<tr>
<td>Mid-term exam</td>
<td>10%</td>
</tr>
<tr>
<td>Final exam</td>
<td>10%</td>
</tr>
<tr>
<td>Professionalism</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

If the course is a 400/500: include a grading scale as per above that is specific to graduate students. Also, include a description of how the experiences of undergraduate and graduate students will be differentiated in addition to information on how this requirement/experience figures in the grading scheme.

The following is required in syllabuses by the college and UA: University policy regarding grades and grading systems is available at: http://catalog.arizona.edu/2015-16/policies/grade.htm. Requests for incompletes (I) and withdrawal (W) must be made in accordance with university policies which are available at http://catalog.arizona.edu/2015-16/policies/grade.htm#I and http://catalog.arizona.edu/2015-16/policies/grade.htm#W respectively.

**Makeup work, late work, and extra credit policy**

The school policy is that extra credit be allowed only if it is available to the entire class.

Deadlines are crucial in journalism, and therefore any assignment that is turned in late will receive a 0. Assignments or tests can be made up only if you have a valid excuse for missing them, and if pre-approved before your absence. Extra credit opportunities are not available to an individual student, only to the entire class. Exams may not be retaken in an effort to improve your grade. You will receive the grade you earn on the original work.

**Minimum grade for Jour 205 and 208**

In Jour 205 and Jour 208 only, include the following statement:

You must earn a grade of C or above in this class to enroll in most of the school’s upper-division reporting and editing classes. If you earn a D or E, you may repeat this class, but be aware that the school makes no guarantee that the course will be available to you in the following semester. As a result, it is entirely possible that your progress could be set back not one, but two semesters.

**Classroom behavior**

The school takes professionalism seriously, and many instructors have strict class policies to help ingrain a sense of professionalism that is expected by intern supervisors and employers. Some instructors deduct 1 percent or more of course grades for coming
to class late, leaving class early, texting, checking Facebook, listening to music, talking, and other distracting behaviors. If you do this, it must be included in your grading policy.

Suggested language:

Journalism demands a high level of professionalism. Because our undergraduate program is professionally oriented, each faculty member has a special obligation to ensure that students behave in the class as they will be expected to at work. To foster a positive learning environment, students and instructors have a shared responsibility. We want a safe, welcoming and inclusive environment where all of us feel comfortable with each other and where we can challenge ourselves to succeed. To that end, our focus is on the tasks at hand and not on extraneous activities (i.e. texting, chatting, reading a newspaper, making phone calls, web surfing, etc).

Students are asked to refrain from disruptive conversations with people sitting around them during lecture. Students observed engaging in disruptive activity will be asked to cease this behavior. Those who continue to disrupt the class will be asked to leave lecture or discussion and may be reported to the Dean of Students. The university’s no-smoking policy applies in our classrooms, and we also prohibit e-cigarettes as disruptive.

To encourage this behavior, faculty members make professionalism a component of the evaluation of every student. It will count for [__ points or __ percent] of your final grade in this class. Professionalism includes the following:

- **Being responsible.** Being punctual and attending all classes. Being prepared for class and participating actively. Avoiding disruptive behavior. Approaching your assignments with resourcefulness, and with the goal of completing them as thoroughly as possible. Doing your share when working on group projects. Requesting help from the course instructor, just as you would request assistance from an editor or producer in the newsroom.

- **Being respectful.** Recognizing that you need to be as respectful of the opinions of others as you would have them be of yours. Being courteous in class and on assignments, such as avoiding distracting behavior such as texting, coming in late, leaving class early, talking, checking Facebook, etc. Being sensitive to the needs of news sources.

- **Being accountable.** Remembering that when you are on assignment, your behavior, attitude and dress reflect not only on you, but also on the school and the university. People have long memories, and your actions can influence your reputation – and ours – for years to come.

### Threatening Behavior Policy

*The following language is required by the university:*

The UA Threatening Behavior by Students Policy prohibits threats of physical harm to any member of the university community, including to one’s self. See http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students.

### Electronic Devices

*Some professors ban all electronic devices from the classroom. Some allow them. Up to you. Here is some possible boilerplate (choose one or the other and edit as you like):*
**Banned option:** The use of personal electronics such as laptops, iPads and other such mobile devices is distracting to the other students and the instructor. Their use can degrade the learning environment. Therefore, students are not permitted to use these devices during the class period and will be deducted points from their course grade if they do.

**Allowed option:** Some learning styles are best served by using personal electronics, such as laptops and iPads. These devices can be distracting to some learners. Therefore, people who prefer to use electronic devices for note-taking during lecture should use one side of the classroom.

**Course topics and schedule**

This is an important element that is sometimes overlooked or glossed over. The more detailed a schedule the more students will be prepared, the more organized you will appear, and the higher the students’ evaluation of you.

- Divide course into logical units
- Flow in a logical sequence from objectives
- Specify number and due dates of exams, papers or special projects. Describe the various assignments they will need to complete. For co-convened classes, note any difference in exams and/or papers for 400 vs. 500 level
- List the assignments/exams class by class, or week by week. Students appreciate a paragraph description of major assignments – it gives them a heads up and something to look forward to
- Provide your policy on revision and resubmission of assigned papers, with appropriate deadlines The date and time of the final exam or project, along with links to the Final Exam Regulations, http://www.registrar.arizona.edu/schedule101/exams/examrules.htm, and Final Exam Schedule, http://www.registrar.arizona.edu/schedules/finals.htm

**Academic Integrity**

The School of Journalism takes academic integrity very seriously – probably more seriously than most departments on campus. After all, we are in the truth business, and journalists who get caught plagiarizing ruin the profession, their employer, and their personal careers. Most violations of academic integrity in the school result in an E in the class and referral to the dean’s office. In some cases, students are expelled from the program.

This paragraph is specifically required by the UA:

Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. Students can find the information at the following site: http://deanofstudents.arizona.edu/policies-and-codes/code-academic-integrity

Every instance of verified cheating will be penalized, generally with a failing grade for the course, but severe or repeated violations can result in more severe penalties, including suspension or expulsion from the school or even suspension or expulsion from the university. The journalism school subscribes to the University of Arizona Code of
Academic Integrity. Prohibited conduct covers all forms of academic dishonesty, including plagiarism, fabrication and facilitating academic dishonesty by others.

The university's Code of Conduct prohibits such behavior as threatening fellow students or faculty, false identification or documents, false alarms, fabricating sources, quotes, video, or stories, forgery or misuse of documents or records, plagiarism, lying, stalking or discrimination against individuals or groups. Even an accidental copying and pasting of information without attribution and without being in quotes can result in a violation of the policy. You can fail a class even if you did not intend to plagiarize. Complete details are covered by the school’s Academic Integrity Handbook, which you are required to read. Also, University Libraries have some excellent tips for avoiding plagiarism available at http://www.library.arizona.edu/help/tutorials/plagiarism/index.html

According to Section D (6) (a) of the University’s Intellectual Property Policy (which is available at http://ogc.arizona.edu/node/16), faculty own the intellectual property for their course notes and course materials. The instructor holds the copyright to his/her lectures and course materials, including student notes or summaries that substantially reflect them. Student notes and course recordings are for individual use or for shared use on an individual basis. Selling class notes and/or other course materials to other students or to a third party for resale is not permitted without the instructor’s express written consent. Violations to the instructor’s copyright are subject to the Code of Academic Integrity and may result in course sanctions. Additionally, students who use D2L or UA email to sell or buy these copyrighted materials are subject to Code of Conduct Violations for misuse of student email addresses.

Collaboration policy

Although the school’s classes often involve students working on team projects and peer reviewing, most assignments require individual attention and effort to be of any benefit. Unless otherwise stated by the instructor, all work is expected to be that of each student alone, without consultation with others. Prohibited activities include asking other students for access to their work, asking other students for help during lectures or labs, or sharing information during a quiz or exam.

Accessibility and Accommodations

The following language is required.

Our goal in this classroom is that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, please let me know immediately so that we can discuss options. You are also welcome to contact Disability Resources (520-621-3268) to establish reasonable accommodations. For additional information on Disability Resources and reasonable accommodations, please visit http://drc.arizona.edu/.

If you have reasonable accommodations, please plan to meet with me by appointment or during office hours to discuss accommodations and how my course requirements and activities may impact your ability to fully participate.

Please be aware that the accessible table and chairs in this room should remain available for students who find that standard classroom seating is not usable.

Computer security rules
It is very important that students know and observe the following rules that help protect the security of the computer equipment:

1. Absolutely no food items or drinks are allowed in any lab or near any computer.
2. Use only your university e-mail account to correspond with journalism faculty and staff.
3. Use free virus protection software, provided by the UA.
4. Watch out for scammers posing as UA computer IT or security, wanting your passwords.
5. You may not connect your laptops to our networks or computers. E-mail material to your UA e-mail account or transfer it to a CD, DVD or USB flash drive. You may connect a laptop to the video inputs on projectors if you are making a class presentation.
6. No students are allowed in classrooms outside of class hours, except for students in capstone courses and then only with the instructor’s permission.
7. Computers in the student reading room, 312, are available for use outside of class. Students who wish to use the reading room before or after hours must bring their CatCard to the journalism office for approval and access. Friends who are not journalism students are not to be in the room or allowed to use the equipment.

Diversity

The school requires every syllabus to include an explanation of your approach to diversity in the class, as required for national accreditation. Here is sample material:

The School of Journalism values diversity and attempts to communicate clearly the value of diversity in journalism to better represent society.

Unfortunately, the media industry does not accurately reflect the people it serves – only about 12 percent of journalists are racial minorities (compared to nearly a third of the U.S. population), and men still dominate newsrooms even though two-thirds of journalism grads are women. Diverse views are crucial in journalism – including those from different racial, gender, religious, socio-economic and political backgrounds. We encourage students to participate in school clubs and activities that enhance diversity in journalism, including the student chapter of the National Association of Hispanic Journalists. We will discuss these issues during class, including the ethical responsibilities of journalists to, as the SPJ code of ethics says, “Give voice to the voiceless,” “Avoid stereotyping,” and “Boldly tell the story of the diversity and magnitude of the human experience. Seek sources whose voices we seldom hear.” To find out more, check out the school’s diversity page at https://journalism.arizona.edu/diversity or contact the school’s diversity coordinator, Maggy Zanger, at zanger@email.arizona.edu.

Nondiscrimination and Anti-harassment Policy

The following wording is required.

The University is committed to creating and maintaining an environment free of discrimination, http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy. University and journalism school policy prohibits faculty, staff and students from discriminating against any person on the basis of age, ethnicity, gender, disability, color, national origin, race, religion, sexual orientation or veteran status. If you feel that you are being discriminated against, please see me, the school director, the UA
Office of Institutional Equity (http://equity.arizona.edu/) if it involves a faculty or staff member, or the Dean of Students Office if it involves another student (http://deanofstudents.arizona.edu).

**Notification of Objectionable Materials**

*This language is recommended, but not required.*

Journalism is a vital part of the democratic process. We deal every day with what happens in the world, both good and bad. That means you may hear discussions about news coverage that could be offensive to you, such as ugly crimes, political controversies, sexual situations, or conflicting religious beliefs. People might disagree in class, and that’s OK, but let’s try to do it in a civil and respectful manner. I will provide advance notice when such materials will be used. Students are not automatically excused from interacting with such materials, but they are encouraged to speak with me to voice concerns and to provide feedback.

**Reporter’s Handbook**

The Reporter’s Handbook covers most of the basic operational guidelines for student conduct in our reporting and editing classes. They are to be followed unless you are told otherwise. The handbook also summarizes some of the style usage rules that most often cause students problems. For fuller explanations and other rules, see *The Associated Press Stylebook* or contact me.

**Honors Credit**

Students wishing to contract this course for Honors Credit should email me to set up an appointment to discuss the terms of the contact and to sign the Honors Course Contract Request Form. The form is available at http://www.honors.arizona.edu/faculty-and-advisers/contracts

**Confidentiality of Student Records**

The school values your privacy and I will do my utmost to protect your grades. Your right to privacy is protected by the U.S. Family Educational Rights and Privacy Act of 1974. For more information, see http://www.registrar.arizona.edu/ferpa/default.htm

**Accountability**

The journalism school goes to great length to inform students of its policies and procedures. This information comes to you through class syllabi, your instructors, the school Listserv, our bulletin boards and the advisers. We make a special effort to put the most important instructions in writing. Because of these multiple communication channels, we feel it is only reasonable to assume that students are fully aware of the information and will act on it accordingly. For that reason, “I didn't know...” is not considered a valid excuse.

**Additional Resources for Students**

- UA Academic policies and procedures are available at http://catalog.arizona.edu/2015-16/policies/aaindex.html
• Student Assistance and Advocacy information is available at http://deanofstudents.arizona.edu/student-assistance/students/student-assistance

Subject to Change
Information contained in the course syllabus, other than the grade and absence policy, may be subject to change with advance notice, as I deem appropriate.
Information about the academic calendar
Accommodation of religious observance and practice

1 No employee, agent, or institution under the jurisdiction of the Arizona Board of Regents shall discriminate against any student, employee, or other individual, because of such individual's religious belief or practice or any absence thereof.

2 Administrators and faculty members are expected to reasonably accommodate individual religious practices. A refusal to accommodate is justified only when undue hardship would result from each available alternative of reasonable accommodation.

3 No administrator or faculty member shall retaliate or otherwise discriminate against any student, employee or prospective employee because that individual has sought a religious accommodation pursuant to this policy.

4 It is the responsibility of the president of each university, and the executive director of the Board as to the central staff, to take such actions as are necessary to insure that the intent of this policy is implemented. In implementing this policy, the president of each university shall insure that the policy is included in the university catalog and in such other publications as will assure that all members of the university community are advised of its existence, and the manner in which information regarding its implementation may be obtained.

Scheduling final exams

All courses offered for credit shall include either a final examination given at the regularly scheduled time (see below) or other assessment (e.g., portfolios, essays, project reports). No deviation from the exam schedule, once it is published, is authorized. All forms of examinations (quizzes, take-homes, etc.) are prohibited on any scheduled class or reading day during the calendar week in which regularly scheduled final exams begin. Specific exceptions for certain courses may be granted by obtaining prior approval from the appropriate academic unit head and academic dean. Students shall be informed of any such exceptions prior to the end of the fourth week of classes. Candidates for graduation who have a final examination scheduled during their college commencement recognition ceremony shall be given the option of rescheduling that exam. Faculty may verify the date and time of commencement ceremonies at http://commencement.arizona.edu/.
How to conduct your class
First day helpful hints

Rosters
You will find class rosters in UAccess. Some students will be lined out on the roster. They have dropped the course or they lacked the proper prerequisites. Skills classes are limited to 20 students. No exceptions.

Students registered for the class should be seated first. Students who are on the roster but do not show up for class within the first 10 minutes should be dropped. If there are openings, then take as many students from the waiting list as possible, in the order listed. If you still have openings, take students hoping to crash the class. Give preference to seniors, then juniors, etc., then any criteria of your choice. First-time instructors: If all this seems a bit overwhelming on your first day, the advisers are glad to come in to sort things out.

Prerequisite check
We want all students to have the required prerequisites for our courses. Please double-check students by reading the prerequisites for your class (see list). Students must also be formally admitted to the major. Ask all students who are not qualified to leave and to see an adviser if they have questions. You can administratively drop students if you need to.

Fill up those seats
We want to try to accommodate all of our students, so it is very important to fill all the seats in your class. If you still have space after accepting all the students in attendance, please tell one of the advisers so they can try to fill them.

The school practice is that students in classes that meet once a week will be admitted only on the first day. For classes that meet two or three times a week, students are accepted on the first and second meetings. After that, we suggest you not accept anyone else.

Drop/add forms
If you accept any students who were not on the original roster, please remind them that they have to have you or an adviser sign their drop/add forms to get the course recorded in the university system.

Administrative drops
If anyone on the original roster doesn't show up or doesn't have the proper prerequisites, please administratively drop them.
Security
To prevent mischief, no student is allowed in any of the labs without an instructor present. Students in capstone courses are an exception. Please be sure to close and lock the door to your classroom when the class is over.

In case of emergency (or even minor problems)
We are all here to help. Feel free to ask any of the faculty or staff member for direction. If students have questions about our policies or procedures, you needn't try to explain them. Send them to the academic adviser.

Minimum enrollment in class

The university specifies a minimum enrollment in classes. If a class doesn’t reach the minimum by the time the semester starts, it has to be canceled. The rules apply only to regular semesters. Summer school goes by a different set of rules.

500+ courses 5 students
400/500 courses 5 grad students or 12 students in all
400-499 12 students
Below 400 15 students

Exceptions to the minimum rule are labs, lectures split into two sections and single student or small-group research classes, such as independent study, Honors sections, internships, directed research activities, practica, and thesis research.
Photocopying for class

The school provides students with free photocopies of all syllabi, final exams or instructions for final projects, and short assignments of one or two pages. However, if you have a class reading or handout that is longer than two pages, please don’t photocopy it here. The reason is that the school is offering dozens of classes each semester, and because we have no operating budget, the school literally cannot afford to provide students in our classes with free copies of lengthy handouts. In addition, if the copies are from someone else’s book or article, there may be copyright issues.

If you have a handout or assignment that is more than one page please do one of the following:

- You also can leave such material on electronic reserve at the library. This method is most convenient for both the instructor and the students.

- If that isn’t practical, leave the handout at a copy center, and ask the students to pick it up there and pay for it. There are several copy centers on campus, including the one in the Student Union. All these copy centers also will do copyright checking for excerpts from books or articles. They need a few days’ lead time to get this done, however. The office staff can help with the logistics.

- Put your documents on your class website and ask students to download them.
School of Journalism instructional technology policies

The school has instituted the following computer policies for several reasons: (1) to protect security; (2) to enable the tech staff to have sufficient time to order, install and test new hardware and software; (3) to ensure that the school is in full compliance with university rules.

If you have suggestions or comments regarding these policies, please contact the school head. Please note that SBS Tech is responsible for maintaining the school’s technology.

E-mail accounts

The university has a strict policy that all students, staff and faculty must have UA e-mail accounts, and must use those accounts for all university-related correspondence. The school strongly supports this policy, which has important legal ramifications.

Connecting outside computers and media to the school’s network

For security reasons, no outside computers may be connected to the Journalism School network. "Outside computers" refers to computers that are not maintained by journalism tech staff (generally, this refers to any computer that was not procured by the journalism school). This policy applies to computers owned by faculty, staff, students, visitors and third parties.

Faculty members who utilize outside computers to prepare class materials should e-mail the material to themselves, or should write their materials to removable media such as CDs, DVDs or USB flash drives. These e-mails or media will be scanned automatically for viruses and malware by the instructor's machine in each laboratory.

Outside computers may be connected to projection monitors, but only to the video inputs. This means that if guest speakers also need Internet access during their presentations, they must use a school computer and must bring any non-Internet presentation materials on removal media which the computer will accept, such as CDs, DVDs or USB flash drives. If you have guest speakers who plan to use PowerPoint or any other program during their presentations, please advise them of this policy. In addition, please tell the tech staff about these visits in advance, and ask for assistance with hookups. If possible, ask guest speakers to provide an advance copy of their removable media so tech staff can scan them and try them out in advance of the class. This will enable the staff to identify and fix problems, and to avoid last-minute emergencies.

Please note that the above policies also apply to students. These policies specifically include the following:

1. Students who utilize outside computers to prepare class assignments should e-mail the material to themselves, or should write their materials to removable media such as CDs, DVDs or USB flash drives. These e-mails or media will be scanned automatically for
viruses and malware by the student machines in each laboratory, and in the Open Lab in Room 312.

2. Students who are making class presentations may plug their laptops only into the video inputs on the projection monitors. If they need Internet access, they must use a school computer and must bring any non-Internet materials on removal media which the computer will accept, such as CDs, DVDs or USB flash drives.

3. Under no circumstances may a student plug a laptop into a school port or computer, or into any part of a projection monitor other than the video input. This rule applies to all laboratories and seminar rooms, to the Open Lab, and to faculty and staff offices.

**Tech staff office hours and e-mail**

Please observe the tech-staff office hours unless there is an emergency. Maintaining, upgrading and developing the school’s instructional and administrative technology requires huge amounts of uninterrupted time, and this work benefits everyone. Office hours for the tech staff will be posted before the first day of class each semester.

If you need to communicate with the tech staff outside office hours, please send a TicketDog to SBS Tech. In emergencies, contact the tech staff immediately by phone.

**Student contact with tech staff**

Students should not contact the tech staff about technology problems unless there is an emergency, or unless a faculty member has instructed a student to do so. (For example, the *Epitaph* or *El Independiente* adviser may ask a student to contact the tech staff for posting PDF files of newspaper issues online.) However, faculty members are requested to minimize student contact with tech staff. Under ordinary circumstances, if a problem occurs with instructional technology, students should tell the instructor.

**Procedures for ordering new hardware and software**

Requests for new hardware or software, ideas for new uses for technology and proposals for classes that will require additional technology should be made through the school director, not the tech staff.

However, tech staff should be contacted about issues involving existing hardware and software.

**Deadlines for ordering new instructional software or hardware**

Because the tech staff needs considerable time to buy, install and test new hardware and software, the school must set deadlines for submitting requests for instructional technology. The deadline for requests for the fall semester is April 1. The deadline for
requests for the spring semester is November 1. Any hardware or software requested after these dates may not be available in time for use during the following semester.

**Use of instructional laboratories**

Journalism school instructional laboratories are maintained for instructional purposes and must be kept locked when not in use. Whenever they are in use, the assigned course instructor should be present. Because these labs are tightly scheduled, instructors should not plan to use them outside their regularly scheduled class hours. In rare cases when an extra class session is required, instructors must consult as far in advance as possible with the senior academic adviser to avoid scheduling conflicts.

Student requests to use the labs outside of class hours will not be honored. Students who need access to school software or servers outside of class hours should use the equipment in the Open Lab, Room 312. An exception may be made for capstone classes, where some advanced students may be given independent access to their course’s laboratory.

**Last date for using instructional laboratories each semester**

Because the tech staff needs time to check and update all instructional laboratories, the school must designate a final day for using them. This day will be the last day of classes each semester, unless an instructor plans to give a final exam in lieu of, or in addition to, requiring a final project. Please note that university rules state that final examinations must be given during the regular examination time listed in the university Schedule of Classes, and cannot be given during the last week of class.

Instructors of non-capstone courses who need to use the laboratory after the last day of classes for purposes other than a final exam – e.g., for makeup sessions or homework with extended deadlines – should schedule these activities no later than Reading Day (the day after classes end, before final exams begin).

Instructors of capstone courses may use their laboratories after the last day of class as needed to enable capstone students to complete course projects, such as publishing a final issue of the *Epitaph*.

All instructors who plan to use a laboratory for any reason after the last regularly scheduled class period should notify the tech staff of their plans as soon as possible at the beginning of each semester. They also must consult with the senior academic adviser to avoid scheduling conflicts.
**Classroom conduct**

**The Reporter's Handbook**
A reference guide for students to use in all reporting and editing classes is available. It has three purposes:

- It lists the ground rules that most instructors have used for conducting their classes – and adds a few new ones.
- It includes some of the AP stylebook directives that most commonly trouble students.
- It is intended to reduce student confusion by standardizing practices and usage throughout the school’s curriculum.

We hope you will find it useful and will help make it even more relevant by suggesting additions and changes to the main office staff.

Please add the handbook to the book list in your syllabi. It can be downloaded from the journalism Web site. The 2011 version has been updated, so please be sure you and the students are using the new version.

**Precedent, precedent, precedent**
We have tried to spell out in this binder the policies and procedures that govern the way we operate this school. We suggest you follow them as much as possible, remembering the consequences of making exceptions. If you allow a student to miss class, perform make-up work or take a test late, you need to be prepared to offer the same exception to everyone else in the class. If you do a favor for one, don't think for a minute that other students won't find out. Remember what the lawyers say: precedent, precedent, precedent.

**Student privacy**
We go to considerable lengths to protect the privacy of students. Some situations that require sensitivity:

- Avoid discussing anything about one student with another or even with a faculty member without cause.
- When handing back assignments, shield grades as much as possible.
- Try to critique assignments as gently and positively as possible, holding one-on-one conferences when necessary.
- Caution students to be respectful when holding class discussions of individual work. Peer critiquing is a valuable tool, but prevent students from making personal attacks. Do the critique anonymously or warn students in your syllabus to expect to be identified.
- If students present their own work for public discussion, insist that both negative and positive comments be presented.
- Allow students to opt out of classroom critiques.
Be especially aware that it is a violation of the federal Family Educational Rights and Privacy Act (FERPA) to post grades by identifying students by name, student identification number or social security number. *You can't even identify students by the last four digits of their student ID or send their grades to them through e-mail.* One common solution: pass around a sheet numbered down one side. Have students sign their names at randomly selected numbers. Post grades using those numbers. More information about FERPA is available in the appendices.

**Return assignments promptly**

Part of the contract between you and the students is to offer fair, frequent and prompt feedback on their work. That means you need to mark up papers thoroughly enough that students can understand why they got the grade they did. It also means that you should aim if at all possible to *return their assignments by the next class meeting.* Because each assignment builds on the previous one, giving students papers back three or four assignments later is not acceptable.

**Office hours**

Students tell us all the time that this school is much friendlier and more helpful than others. The reason is that we place a very high priority on student success. Faculty availability to students is the most important part of creating a welcoming environment that is conducive to learning. Adjunct faculty members are required to hold office hours for at least an hour every week. That means you need to list your office hours in your syllabus – and you need to be available during that time.

**Cheating**

We are very concerned about the dramatic upsurge in plagiarism and fabrication in recent years. When we find instances of this behavior, we usually impose major sanctions, such as failing the student for the class. We have developed an Academic Integrity Handbook that students are required to read and agree to observe by signing a contract each semester. “I didn't know...” is no longer a valid excuse. We also have a faculty handout that gives instructors some background that should be helpful. Watch for cheating (especially downloads from the Internet or copying stories from the Star or the Wildcat). If you spot suspicious copy, do not ignore it. By being vigilant, you are protecting the integrity of the work and the grades of honest students, who comprise the vast majority of our majors.

The university has a standard procedure for dealing with academic integrity issues that you need to follow carefully. *Before you take any action, talk over the incident with the faculty member serving as the academic integrity coordinator, or with the school director.* These things can get contentious and lead to serious consequences for the student – or the instructor – if proper procedures are not followed.

Lastly, all of this must be done carefully to protect student privacy. The only people who should know of the incidents are the instructor and the school director.
Student attitudes
New instructors are often tested by students. They may challenge your authority by noisily disagreeing with you in class or disputing grades. This behavior is sometimes inadvertently encouraged by instructors who try to be friendly and informal. Fewer incidents are reported when adjunct faculty members establish some distance between themselves and their students. By all means you should be accommodating and open to questions and differing opinions, but by remaining a little aloof, you can more readily build respect.

Disruptive behavior
We do not tolerate any type of disruptive behavior in classes. Students may not come in late, talk, check IMs, read newspapers, refuse to cooperate with assignments, verbally attack other students' work or anything else that distracts from a stimulating learning environment. Likewise, you should not allow a student to attack you physically, verbally or emotionally. For more information, see the university’s Code of Conduct, which specifies sanctions against disruptive students that range from written warnings to expulsion. Also refer to a document in this manual that outlines tips for protecting yourself if you feel threatened by a student.
The need for documentation

This is an era when some students consider themselves customers purchasing education from someone whose job is to please them. These students can become contentious when their expectations are not met.

What that means is that you need to be prepared to defend your actions to angry students, protective parents, and occasionally even lawyers. At a minimum, you would do well to protect yourself with the following:

- Be sure your syllabus carefully spells out the procedures you intend to enforce
- Take attendance at every class meeting when class size permits
- Keep careful grade records
- Protect student privacy
- Document any threatening or disruptive behavior
- Document any instance of improper collaboration
- Document every academic integrity violation.

A copy of your documentation should be sent to the academic adviser to be placed in the student’s school file – and to the Dean of Students Office to be filed or acted upon. And keep those records handy for the following year.
Student privacy

The journalism school is very conscious of the need to be vigilant about student privacy. Our policy is based in part on the federal Family Education Rights and Privacy Act of 1974. Please read a more detailed discussion of the FERPA act in the Appendix. The major provisions are outlined here.

Disclosure of education records
Student educational records are held to be private but can be disclosed under certain conditions.

- Students have a right to review their own records.
- Records can be disclosed to others (including parents) only if the student has given written consent.
- A request fits one of the legal exceptions.

The primary exception is the release of “directory information.” Unless a student restricts it, the following is considered to be directory:

- Student’s name
- Date of birth
- Local address (but not dorm room numbers)
- Local phone number
- University e-mail address
- College
- Class (freshman, sophomore, etc.)
- Degree, major, minor
- Dates of attendance (years or semesters, not specific days of absences)
- Full-time or part-time status
- Degree(s) received
- Honors and awards
- Participation in recognized activities
- Weight and height of athletes

Parent access to student records
This is an area of frequent confusion. The law distinguishes between two types of students:

- Dependent children
  At the university’s discretion, parents can see records of students they claimed as a dependent. The university, however, needs to verify the dependency by checking the tax return. Faculty and staff can discuss a student with a parent in general terms. They also are free to discuss policy and procedures with parents.

- Non-dependent children
  Parents have no rights to see records for a child they no longer claim as a dependent on their income tax return, unless they have written permission from
the student. Faculty and staff can discuss a student with a parent in general terms. They also are free to discuss policy and procedures with parents.

**Faculty/staff access to student records**
Faculty or staff members may have access to student educational records if they are:

- Performing a task that is specific in their position description or contract;
- Performing a task related to a student’s education or to student discipline;
- Providing a service or benefit related to the student’s family;
- Maintaining safety and security on campus.

**School policy on student privacy**
Respect for student privacy goes behind the FERPA guidelines in the journalism school. Faculty and staff members have legitimate reasons to share information about anything that might affect a student’s performance. They should bear in mind, however, that they must exercise discretion in doing so.

- If a student is accused of an academic integrity violation, the faculty member may not ask the dean of students office if he/she has committed previous violations until after the instructor has filed charges against the student.
- Faculty may not share information about an academic integrity filing with other faculty members. Only the instructor, school head and advisers have access to that information.
- A faculty member may ask a student requesting special accommodations because of a disability to submit substantiation from the Disability Resource Center. He or she should not discuss the situation with other students, faculty members or staff.
- Instructors should give students the option of opting out of reading their own stories in class or having them subjected to group critique.
- Faculty members should refrain from asking personal questions in class that could cause students to feel uncomfortable.
- Instructors should make special efforts to shield a student’s grades from other students.
- Instructors may not post grades by name, student identification number or any other way that students can be identified by others.
- Instructors should not send students their grades in open post cards or even by e-mail, since e-mails are not considered secure.
Students with disabilities

The school’s policy is to make any reasonable accommodation to assist disabled students to succeed in our classes. Making special conditions for disabled students is easier than you might think.

How to provide accommodation
The most common request from students with learning disabilities is for extra time to complete assignments and quizzes. Though meeting such a request on the job may be difficult, we almost always find a way in class. One student we couldn’t accommodate, however, asked for triple time. With the help of the university’s Disability Resource Center we worked out a compromise, and she went on to be one of our better graduates. We even found several years ago that we were able to accommodate a blind student. He earned the highest grade in the class.

Your first step if you have questions is to see Susan Knight. She is the school’s designated expert on ways to accommodate special needs. You also can refer to some excellent material from the Disability Resource Center, which is available on their website.

Who qualifies for help
Accommodation is available only to students who are designated as disabled by the Disability Resource Center, which is designated in your course roster accessible through UAccess online. Some students claiming special needs are in a paid tutoring program known as SALT. They may or may not be officially disabled. If you question a student’s status, you can call the DRC. Make a point of asking students needing help to identify themselves at the beginning of the semester (otherwise you risk having students approaching you just before finals). You should make an effort to keep a student’s status as private as possible.
Diversity and Inclusion

The school has a long tradition of incorporating diversity and inclusion throughout its curriculum and activities. Unfortunately, the media industry does not accurately reflect the people it serves – only about 12 percent of journalists are racial minorities (compared to nearly a third of the U.S. population), and men still dominate newsrooms even though two-thirds of journalism grads are women. Diverse views are crucial in journalism – including those from different racial, gender, religious, socio-economic and political backgrounds.

All instructors are required to include a diversity statement in their syllabi. Also, discussion of diversity issues is not relegated to a few required courses, but should be woven through everything we teach.

We encourage students to participate in school clubs and activities that enhance diversity in journalism, including the student chapter of the National Association of Hispanic Journalists.

To find out more information about the school’s activities in diversity and inclusion, check out the school’s diversity page at https://journalism.arizona.edu/diversity or contact the school’s diversity coordinator, Maggy Zanger, at zanger@email.arizona.edu.
Teaching Aids

What topics do I need to cover in my course? How fast should I go? What should I expect students to be able to accomplish? How do I help a student who just is not getting it?

These are typical questions every new adjunct instructor faces. Fortunately, you don't have to be a seasoned educator to be an effective teacher. Susan Knight is the school's faculty teaching mentor. She is especially knowledgeable about innovative teaching techniques you will find useful. Susan and the rest of the faculty welcome your questions.

In addition to their help, our library has books you can consult. One of the most useful books is *Tools for Teaching*. It is filled with hundreds of brief tips, insights and suggestions on subjects ranging from leading a discussion, to understanding different learning styles, to evaluating student work, to preparing quizzes. Two university resource guides are provided in the appendices.

The Poynter Institute (poynter.org) has numerous articles online that discuss journalism and teaching effectiveness. Also, the university’s Office of Instruction and Assessment provides a myriad of resources at its website and free online courses on D2L and teaching methods.
Some books and websites on math for journalists


Math Tools for Journalists, by Kathleen Woodruff Wickham, 2002, Marion Street Press. (This book has lots of exercises.)

Math Competency Tests for Journalists
   From University of North Carolina, with answers
   www.unc.edu/~pmeyer/carstat/mathtestquestions.html

Math Literacy/Dartmouth College-Chance
   “Goal: make students more informed readers of current news stories that use probability and statistics.” Includes information on writing about polls, clinical trials, the stock market, scoring streaks and records and more.
   www.dartmouth.edu/~chance/

The Journalists Toolbox for Online Resources
   www.journaliststoolbox.com/newswriting/numbers.html

New York Times Daily Lesson Plan
   This site offers lessons at all levels based on current news.
   www.nytimes.com/learning/
It is a lamentable fact that a number of journalism majors have never read a paper. Never seen TV news. Never looked at online news sites. Don’t know the difference between news and editorial content. Aren’t familiar with freedom of the press. How can you move them from that level of awareness to being ready to join the professional ranks in the short time they are in the school? Here are a few suggestions that will stimulate students’ interest and knowledge of news content.

In “budget” meetings, have students bring three current articles in which they have an interest and then argue their newsworthiness. In subsequent classes, follow the stories until they drop from the news. (Maier)

Have students draft (in class) a list of questions they would put on the news quiz if they were writing it. This sparks discussion and gives instructor a sense of what students consider to be news. (Maier)

Ask students to write ledes for two news stories that they have read in the preceding week. This tests the depth of their news consumption. (Maier)

Give topical news quizzes. Ask students to study certain readily available publications for stories on a “topic of the week,” e.g., business, health, education, terrorism, sports. (John Hudnall, University of Kansas)

Assign “beat reading.” Each class begins with all students discussing developments on their beat. Encourage students to read high-quality publications for news of their beat. (Miles Maguire, University of Wisconsin-Oshkosh)

Assign a paper on identifying journalistic excellence, using the students' beat reading. Because they have spent the semester examining reporting on a given topic, they can compare and contrast the presentations and provide criticism. (Maguire)

“Pass the hat” with slips of paper headlining topical news subjects. Students conduct an Internet search for stories on their topics, and then report what they find to the class. (Maier)

Suggestions from the 2002 AEJMC conference
Excused absence for groups of students

University policy is explained in the University Handbook for Appointed Personnel, Chapter 7, Section 7.04.02. The policy was adopted by the Faculty Senate, and states the following:

A. Policy
1. A student may be excused from classes for attendance at officially authorized functions in accordance with the authorization directives below and for regularly scheduled field trips announced in the General Catalog. Students will have an excuse for these events issued by the Dean of Students office.
2. The instructor shall accept excuses for authorized events and shall impose no penalty if the students have complied with the prescribed procedures for excused absence. Instructors should also notify persons in charge of their quiz or laboratory sections of these excused absences.
3. Trips for groups of students shall be scheduled at times other than those days reserved for final examinations each semester.
4. For trips during the semester, the approval of the academic dean as well as that of the Dean of Students must be obtained. Normally the deans will not give approval for students on academic probation.

B. Authorization
1. When more than three students from a student group are involved, an official form, which may be obtained from the Office of the Dean of Students, must be used.
2. Using the official form, the adviser of a student group lists the students proposed as participants.
3. Once or twice a semester the sponsoring dean checks the academic record of each participating student, eliminating those whose scholastic standing is not sufficiently high.
4. The sponsoring dean then sends the list to the Dean of Students’ Office. Students traveling in University vehicles are covered by insurance; students who drive themselves in their own cars may not be covered. Questions about current policy should be directed to the Office of Risk Management and Safety. Travel arrangements should be made known at the time the Activity Program Permit (or memorandum in case of field trips) is completed, and must be noted on the travel regulation line.
Administrative drops/reinstatements

Administrative Drops: Instructors must provide students with written statements of their own policies with respect to absences in their syllabi. Excessive or extended absence from class is sufficient reason for an instructor to recommend that a student be administratively dropped from the course. For courses in which enrollment is limited, missing the first class may be interpreted as excessive absence.

If this action is filed with the Office of the Registrar prior to the end of the fourth week of the semester (or the end of the first week of a summer term), the course will be removed from the student’s academic record.

If this action is filed with the Office of the Registrar during the fifth through eighth weeks (or the second week of a summer term), a grade of “W” or “E” will be awarded. The instructor determines the grade.

Administrative drops cannot occur after the eighth week.

Administrative Reinstatements: When instructors administratively drop students from a class section, they may administratively reinstate those students in the same class section until the last day of classes for the term.

If you have questions, see the academic adviser.
Reports about speakers and accomplishments

Every six years, the School of Journalism goes through its re-accreditation process. Our program has been accredited by the Accrediting Council on Education in Journalism and Mass Communications since 1964.

Among the things the Accrediting Council asks for are:

- **Guest speakers** - This includes guest lecturers and visitors to your class. Please include the speaker’s affiliation, i.e. Steve Leal, Tucson City Council, or Kim Smith, Arizona Daily Star. The council especially wants to know the names of speakers representing diverse populations.

- **Faculty accomplishments** - This includes your own awards, papers presented, guest speaking roles, books and articles published, etc. Adjuncts: we want to know of your accomplishments, too.

- **Student accomplishments** - This includes news of students getting published in local/regional publications, awards or honors they have received, or jobs/internships they have landed.

Please send these items to the office program coordinator for outreach. You may choose to e-mail them as the semester progresses, or at the end of the semester.

Thanks for your cooperation.
Class Evaluations

Every class must be evaluated by the students at the end of the semester. The school uses the standardized university Teacher Course Evaluation (TCE) online forms for these evaluations. Journalism considers four criteria on the forms to be the most important. They are: Overall Teaching Effectiveness, Overall Course Rating, Overall Amount Learned and Students Treated With Respect. The goal of every instructor should be to receive a score of 4.00 or higher in these four categories. (The scale runs from 1.00 to 5.00).

The evaluations go live toward the end of the semester – encourage your students to fill them out. Good response rates are important. The school uses the scores to determine if instructors need extra coaching to improve their techniques. The faculty agreed that the director may, in the case of low scores, look at the open-ended written responses to get a sense of what might be at play and talk with the instructor about strategies for improving scores.

The results of the Teacher Course Evaluations are online at this address: http://aer.arizona.edu. You need your UA Net ID and password for access. You receive hard copies of the evaluation and written student comments via campus mail.

The university offers a guide regarding how to interpret your TCE ratings at http://oirps.arizona.edu/TCEUnderstandingResults.asp. A list of other teaching-evaluation resources and analyses is available at http://aer.arizona.edu/resources.asp.

TCE ratings are available to students. The reports show raw statistics only, with no comparison or summary data and do not include any written comments.
Information about grading standards
School grading guidelines

Teachers don’t give grades; students earn them
The journalism school believes very strongly in the principle that every student should be given the grade he or she earns. In this school, we grade on results, not effort. You should always be willing to discuss a grade with a student, and should change it if you have miscalculated. But an argument that “I really worked hard on this assignment so I deserve better” will not be a sufficient reason to reconsider the grade.

This is a matter of fundamental fairness. So-called “social promotions,” or any equivalent, have no place in our school. If every student has earned a D, every student should be given a D. Conversely, if every student has earned an A, every student should receive an A.

Sometimes faculty members feel pressure to give students a higher grade than they have earned. Sometimes students tell us they need a certain grade to maintain a scholarship, or that they haven’t earned a higher grade because of personal circumstances. Although these arguments can seem very persuasive, it is extremely important that all faculty adhere to the school’s grading standards. There are several reasons for this, and they center on the idea of fairness:

• Giving students a higher grade than they have earned is unfair to other students who are given the grades they have earned. This is one reason why instructors should think hard about giving extra-credit work to students who are in danger of earning Es. Extra credit work should be provided for all students who want a chance to improve their grades, or no students.

• Giving Cs to students who have earned Es in Journalism 205 and 306 is unfair to these students. It amounts to setting them up for failure in the upper-division classes that build on the skills they should have learned earlier.

• Giving Cs to students who have earned Es in 205 and 306 is unfair to both the instructors and other students in the more advanced writing classes. Instructors end up having to spend class time going over material that the students should have mastered in the earlier classes. Instructors also have to spend extra time grading papers to correct errors that shouldn't have occurred. Meanwhile, the students who earned their good grades see class time being spent reviewing information that was learned earlier, limiting the time spent on new material.

• Giving students a grade higher than they deserve is unfair to employers, who will have an unrealistic expectation for the level at which the students can perform.

• This practice is unfair to the school, because it damages the school’s reputation, and the faith that employers have in our ability to evaluate students’ work fairly and professionally.
The practice is unfair to other graduates of the program, because it devalues their degrees.

The practice ultimately is unfair to members of the public, who rely on well-trained journalists to provide them with the data they need to make informed judgments about policy and policy makers – a function that is crucial to a democratic system.

Of course, students sometimes encounter extraordinary circumstances that can affect their grades: sudden illness, a death in the family, an accident. Students in these situations need sensitive guidance about what to do concerning missed classwork. It is essential to bear in mind that the university has designed ways for faculty to assist students in these circumstances without giving them a grade they have not earned. If you have students in these circumstances and are unsure what to do, or if students have other special circumstances that you believe could – or should – affect the way in which they are graded, you are urged to discuss the situation with the school’s advisers or with the school head.

Grading 101
It helps to have a clear idea of what you are evaluating as you sit down to grade a large stack of stories. Students also benefit from knowing how you will approach their papers. What, for example, makes an “A” paper compared to a “C” paper? Here’s one example:

A  Superior in all or nearly all areas. Requires little to no editing. Publishable (print, broadcast, online).
B  Professional quality/publishable. Overall, sound work but editing/revision required before publication. Generally readable/usable and interesting.
C  Competent but not ready for publication. Generally acceptable work, but may need more sources or reworking.
D  Substandard. Demonstrates effort by the student, but fails to meet competency standards because of mechanical errors, lack of clarity or lack of content.
E  Fails to meet minimum expectations in most or all areas.

Generally, good writing can be evaluated on three concepts: organization, mechanics and content. These concepts overlap to some extent, especially in journalism. Organization, for example, could be an indicator of reporting strength. Content could be, too. News judgment, that is, choosing a topic and writing for a general media audience, could fall under all three areas. But identifying for yourself and your students how you will evaluate their stories will save you time and help students improve their work.

Some journalism faculty award two grades for each story, one for reporting and another for writing. Others assign one overall grade on each assignment. No matter which approach you take, it is important to help students understand how you assign grades. You may want to include an explanation in your syllabus and then remind students whenever you make an assignment and whenever you hand one back.
Most journalism faculty members award points for professionalism in assessing the final grade. It encourages students to adopt the attitudes and habits of working journalists, and it is one way to help keep classroom disruptions to a minimum. Professionalism can be defined in a variety of ways but one approach is: attending class regularly, meeting deadlines, coming to class prepared and on time, participating in discussions, requesting individual help when needed, respecting the instructor and other students, and demonstrating interest in learning rather than demonstrating boredom, listlessness or tiredness. Generally professionalism is accorded 10 to 15 percent of the total final grade.

The next component of grading is how the final grade will be determined. For example:

- Regular assignments 30%
- Quizzes 10%
- 2 research papers, each 15%
- Mid-term exam 10%
- Final exam 10%
- Professionalism 10%
- Total 100%

The final component of grading is the scale. The university standard is the following:
- A 90-100
- B 80-89
- C 70-79
- D 60-69
- E 59 and below

Note the university uses E to represent failure, not F, in regular grading.

It also is helpful to students to know if you plan to grade on the curve, or if you will drop the lowest of the scores on exercises, as some instructors do.

The university requires that your syllabus shows all three components:
- How each letter grade is defined
- How you arrive at the final grade
- What is your grading scale
- Plus, if you have graduate students, all three components must be spelled out separately for them.

Again, it is important that the grading plan you outline in the syllabus is followed during the semester. The university considers the grading portion of the syllabus a legal contract between the instructor and the students. If you find you need to change your method of grading, you need to reissue the syllabus.

**The importance of feedback**

Students require prompt feedback on their writing and reporting in order to understand your explanations and to improve their work. Some faculty members provide feedback
through extensive written comments on papers and that can be useful. Another approach, called minimal marking, begins the semester with extensive written comments and corrections on papers and gradually replaces this practice with that of providing indicators of error without correcting them, and with general comments about the overall work. This second method attempts to help students identify their own errors and learn to correct them. Neither approach eliminates the need to explain to students the strengths and weaknesses of their work. It’s important to find systematic ways of providing feedback about these issues.

An individual, face-to-face critique of written work is perhaps one of the most useful forms of feedback for a student. It can be too time-consuming, however, especially for adjunct faculty who keep limited office hours. A critique of a student’s work during class can be effective, but it must be handled carefully in order to ensure that the student is not embarrassed, and does not feel that she or he has been singled out because of poor performance. If you plan to do in-class critiques, explain why these critiques are helpful, and give students a chance to opt out if they wish to do so.

Faculty may want to ask students to volunteer their stories for in-class critique. Or, faculty also can choose examples from stories that work well and ones that don't, then read them out loud in class, or present them visually, without identifying the authors. Always make sure to address both weaknesses and strengths in all examples and to explain how to make them work better.

Group critiques can also be effective, but this approach requires special care from instructors in order to ensure that the experience is positive for all students in the class. You may want to establish guidelines for group critique before you begin, and offer students an opportunity to opt out. Tell students the purpose of group critique and provide guidelines for their involvement. Never allow a student to attack another writer. Instead, encourage them to assess the work with the idea of making it better. You can assign small groups for peer critique, request volunteers for full-class critique or choose stories yourself for critique, but create a learning environment for all students by insisting on mutual respect in the classroom.

**Miscellaneous**
The university offers a computerized grading system through its Desire2Learn online program. It is helpful to students to post grades as they are entered – at least once a week. However you choose to record the grades, we urge you to do it meticulously and keep your records for at least a year in case a student contests a grade. Give the office a copy of your grades so they can be properly filed. This is especially important for adjuncts, who may not teach in subsequent semesters.

The university forbids scheduling final exams during the last week of classes. Hold your test before then or during the standard final exam period that follows the regular semester.

You will find more information about grading elsewhere in the manual.
RetentionPolicy of grade records

Adequate documentation of student performance in the classroom is very important. That is why it is a policy of the university and of this school that all faculty members retain their grading records for at least one year. The records should include everything that has a bearing on students’ final grades. At a minimum the faculty should provide grade books, attendance records if kept, student conduct reports and a syllabus to indicate how the grade was derived.

The purpose of this requirement is to enable that adequate records are held by the school in case of student grade appeals or general petitions. The university appeal process specifies that students may appeal a grade in the following regular semester. Adjunct faculty members are particularly urged to comply with the policy since they may not be teaching when the appeal is filed.
University grading system

Grades and the Grading System

<table>
<thead>
<tr>
<th>Grade</th>
<th>In GPA</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>yes</td>
<td>excellent (regular grade)</td>
</tr>
<tr>
<td>B</td>
<td>yes</td>
<td>good (regular grade)</td>
</tr>
<tr>
<td>C</td>
<td>yes</td>
<td>satisfactory (regular grade)</td>
</tr>
<tr>
<td>D</td>
<td>yes</td>
<td>poor (regular grade)</td>
</tr>
<tr>
<td>E</td>
<td>yes</td>
<td>failure (regular grade)</td>
</tr>
<tr>
<td>S</td>
<td>no</td>
<td>superior (alternative grade)</td>
</tr>
<tr>
<td>P</td>
<td>no</td>
<td>passing (alternative grade)</td>
</tr>
<tr>
<td>P</td>
<td>no</td>
<td>passing (pass/fail option)</td>
</tr>
<tr>
<td>F</td>
<td>no</td>
<td>failure (pass/fail option)</td>
</tr>
<tr>
<td>K</td>
<td>no</td>
<td>course in progress</td>
</tr>
<tr>
<td>I</td>
<td>no</td>
<td>incomplete</td>
</tr>
<tr>
<td>W</td>
<td>no</td>
<td>approved withdrawal from a course (drop)</td>
</tr>
<tr>
<td>WP</td>
<td>no</td>
<td>approved withdrawal from the U while passing</td>
</tr>
<tr>
<td>WF</td>
<td>no</td>
<td>approved withdrawal from the U while failing</td>
</tr>
<tr>
<td>O</td>
<td>no</td>
<td>audit</td>
</tr>
<tr>
<td>WO</td>
<td>no</td>
<td>audit, withdrawal</td>
</tr>
<tr>
<td>XO</td>
<td>no</td>
<td>audit, administrative withdrawal</td>
</tr>
<tr>
<td>CR</td>
<td>no</td>
<td>credit for Special Exam for Credit and the final term of 930 courses</td>
</tr>
<tr>
<td>(Blank)</td>
<td>no</td>
<td>no grade submitted by instructor</td>
</tr>
</tbody>
</table>

Regular Grades:

A, B, C, D, and E constitute the regular grades used at the University of Arizona. Regular grades are included in the calculation of the grade-point-average (GPA).

The majority of courses at the University are graded with regular grades. Exceptions include: most house-numbered courses (independent study, colloquium, etc), and some
law, medicine, pharmacy and public health courses. Courses using alternative grades are designated as such in the course descriptions.

**Alternative Grading:**

S (superior) and P (pass) grades are used in place of regular grades A and B, respectively, for courses graded S, P, C, D, E and S, P, E, K. S and P grades are NOT included in the calculation of the GPA, nor do they count toward meeting the criteria for dean's list, honorable mention, or academic distinctions.

**S, P, C, D, E grading:** for several house numbered courses (proseminar, colloquium, etc), one of the grading systems available is the combination of special and regular grades (S, P, C, D, E). *

**S, P, E, K grading:** some 900-level house numbered courses use this grading system. In these cases, the grades S and P are used in place of regular grades A and B, respectively, and students not attaining B level course work receive the failing grade of E. See K Course in Progress below.

**S, P, F grading:** For the majority of individual studies courses, the only grades available are the special grades of S, P, F. Grades of S (superior), P (pass), and F (fail) are not included in the calculation of the GPA, nor do they count toward meeting the criteria for dean's list, honorable mention, or academic distinctions.
University Grade Appeal Policy

The basis for filing a grade appeal in an undergraduate course is limited to fundamental fairness in treatment of the student by the instructor, as specified by a syllabus conforming to the Undergraduate Course Syllabus Policy that is supplied to students at the beginning of the semester, and in light of grading of the student by the instructor relative to other students in the same course and section. Issues that do not meet these criteria are not appropriate for an undergraduate grade appeal. Since graduate courses are not subject to a course syllabus policy, grades given in graduate courses may be appealed on the basis of fundamental fairness.

A graduate or undergraduate student may appeal a grade by using the following procedures. Where mentioned, the words college, dean, and department head are the department or college in which the course being appealed is offered. All timelines refer to the first regular (16-week) semester after the semester or summer term in which the grade was awarded. A week consists of five business days or seven calendar days. Grade appeals are not processed during the summer sessions unless the dean determines a case warrants immediate review.

Written verification of each step below is critical. Steps three, five, and seven require the student to submit a written appeal. Therefore, either mail the appeal via return receipt or deliver it to the appropriate office and have a staff member verify the date and time of delivery. The dean's decision on whether or not the deadlines have been met is final. The dean has authority to extend the deadlines, but only in extraordinary circumstances shall the appeal extend beyond the first regular semester.

**Step 1:** Within the first five weeks of the regular semester after the semester in which the grade was awarded, or sooner if possible, the student should discuss the concerns with the course instructor, stating the reasons for questioning the grade. If the instructor is a teaching assistant/associate and this interview does not resolve the difficulty, the student shall discuss the problem with the person in charge of the course.

**Step 2:** Within the first five weeks of the regular semester after the semester in which the grade was awarded, or sooner if possible, the student shall go to the college dean's office to obtain any requisite forms and to review directions. The student must attest in writing that s/he has informed the instructor s/he intends to file a grade appeal.

**Step 3:** Within the first five weeks of the regular semester after the semester in which the grade was awarded, or sooner if possible, the student shall carefully formulate an appeal in writing, and submit it to the instructor with a copy to the department head.

**Step 4:** Within two weeks from the date of receipt of the student’s written statement, the instructor shall respond to the student in writing. The instructor should explain the grading procedures and how the grade in question was determined as well as other issues raised in the student's statement.
Step 5: If the instructor is not available or does not resolve the matter within the two-week period, the student shall, within one week thereafter, readdress and submit the written appeal to the department head.

Step 6: The department head has two weeks to consider the student’s written statement, the instructor’s written statement, and confer with each. The department head may not change the grade, but shall inform the instructor and the student in writing of his/her recommendation. If a grade change is recommended, the instructor may refuse to accept the recommendation. The instructor shall notify the department head and the student in writing of his/her decision.

Step 7: If the department head does not act on or resolve this matter to the student’s satisfaction within a two-week period, the student shall, within one week thereafter, readdress and submit the written appeal to the dean.

Step 8: The dean shall review the student’s appeal and take appropriate action. If the basis of the appeal is the fundamental fairness of treatment of the student by the instructor, the dean should convene a committee to review the case. Valid reasons for convening an appeal committee include, but are not limited to: a violation of University policy, a failure to follow published course policies, a lack of consistency within the student’s course section, or a dispute over the factual accuracy of graded work. The following are NOT reasons that should be brought to a committee: a disagreement with published course policies, differences in classroom policies or grading schemes in different courses or between different sections of the same course, or a grade’s impact on a student’s academic progress, athletic eligibility, or eligibility for veteran’s benefits.

Step 9: When appropriate, the dean shall convene a committee to review the case. The committee consists of five members. Faculty representatives include one from the department of the instructor concerned, and two from closely related departments or colleges. The student council of the college provides two student representatives. Student representatives shall be full-time upper-division undergraduate students for appeals by undergraduate students or full-time graduate students for appeals by graduate students. If the college does not have an appropriate student council, the ASUA or GPSC shall appoint the student members. All student members must be in good academic standing in that college.

Within the structure provided by the dean, the committee shall design its own rules of operation and select a chair other than the faculty representative from the department concerned. The student and instructor shall represent themselves. The committee may, or may not

- meet separately with the student, the instructor, and the department head
- request each party to submit a brief written summary statement of the issues, and/or
- interview other persons who have relevant information.
If feasible, the committee should meet with the student and the instructor together in an attempt to resolve the difference. The committee shall consider all aspects of the case before making its recommendation. The committee shall make a written report with recommendations and provide copies to the student, the instructor, the department head, and the dean.

**Step 10:** The dean shall make a final decision after full consideration of the committee's recommendation and within four weeks of receiving the student's appeal. The dean has the authority to change the grade to a different credit-bearing grade, which includes regular grades (A, B, C, D, E), alternative grades (S, P), or optional grades (P, F), depending on the course grading system and the system chosen by the student at registration. The registrar shall accept the dean's decision. The department head, the instructor, and the student shall be notified in writing of the dean's decision.

**Grade Appeal Time Table**

<table>
<thead>
<tr>
<th>Prior to:</th>
<th>Complete steps:</th>
<th>Responsibility of:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 5</td>
<td>1, 2, and 3</td>
<td>Student</td>
</tr>
<tr>
<td>Week 7</td>
<td>4</td>
<td>Instructor</td>
</tr>
<tr>
<td>Week 8</td>
<td>5</td>
<td>Student</td>
</tr>
<tr>
<td>Week 10</td>
<td>6</td>
<td>Department Head/ Instructor</td>
</tr>
<tr>
<td>Week 11</td>
<td>7</td>
<td>Student</td>
</tr>
<tr>
<td>Week 15</td>
<td>8, 9, and 10</td>
<td>Dean</td>
</tr>
</tbody>
</table>
Incomplete grade

The grade of “I” for incomplete may be awarded only near the end of a term, when all but a minor portion of the course work has been satisfactorily completed. The policy is generally interpreted as meaning only the last three or four classes of the semester, a couple assignments or one exam.

An “I” is not to be awarded in place of a failing grade or if the student needs to repeat the course. In those cases a grade other than “I” must be assigned. Students need to make arrangements with the instructor to receive an incomplete grade before the end of the semester (NOT afterward).

Instructors are encouraged to use the Incomplete Grade Agreement form, available from the office administrative assistant, to be sure you and the student understand what course work must be completed before the “I” grade can be replaced with a final grade. On the form, the instructor states which assignments or exam should be completed and when, and how the student’s final grade will be calculated. The student has one year to complete the work, but generally a deadline of a month or two is more likely to produce results.

Both the instructor and the student should sign the form. Make a copy for each, plus one for the student’s advising file.

After the work has been completed, the instructor should report the new grade on a Change of Grade form (available in the office or from an adviser). The office staff will then forward it to the Registrar’s office, where it will be used to calculate the student’s revised GPA.

If the grade of Incomplete is not removed by the instructor within one year, the “I” grade will convert automatically to an E. Extensions can be granted if appropriate.
Withdrawal grades

Dropping One or More Courses (But Not All Courses): A student who withdraws from courses prior to the end of the fourth week of class (or the first week of the summer term) will have such course registrations removed from her or his academic record.

A student who withdraws from courses during weeks five through eight (or the second week of the summer term) must have an instructor’s signature for each class she or his is withdrawing from, and a grade of “E” or “W” for each class will be recorded on the student’s record. Each instructor is to award the student a “W” grade if the student is passing, or an “E” grade if the student is failing at the time of withdrawal.

After the last official day to drop courses, the grade of “W” can be awarded only with the dean's approval, and only under exceptional circumstances.

Complete Withdrawal from the University: A student who formally withdraws from all courses during the first four weeks of class during the fall or spring semesters will have course registrations dropped from her or his record.

A student who withdraws from all courses from the start of week five through the last day of class will receive from the instructor of each class a grade of WP (withdrawal while passing) or WF (withdrawal while failing). Withdrawal grades are NOT included in the GPA.

NOTE: Complete withdrawal may not be initiated after the last day of classes of any term and must be completed before the beginning of the final examination period.
Changing final grades

Removal of Incomplete or Change of Final Grade: Within one year of grade posting, a final grade may be changed by the instructor on a Change of Grade form, but only if there has been an error in the computation of the grade. The grade change must be approved by the school director.

Grades of “E” cannot be changed to “W” on this form.

University General Petition: Students may petition the University General Petition Committee for exceptions to academic rules, regulations, and policies. Additional information regarding the petition process can be found on the University General Petitions site. See also the Petitions policy in the General Catalog.

Grade Appeal Policy: A student who believes that a grade has been unfairly awarded may appeal that grade, as indicated early in this section of the manual.
Reporting of final grades

Official Grade Rosters should never be given to students, for any reason, nor should they ever be sent through campus mail or email.

All courses offered for credit shall include either a final examination given at the regularly scheduled final examination time or a summative assessment (e.g., portfolios, essays, project reports). Once the examination schedule is printed, no changes are permitted. All forms of examination (quizzes, take-home tests, etc.) are prohibited on any scheduled class or reading day during the calendar week in which regularly scheduled final exams begin.

Official grade rosters must be posted in the UAccess Instructor Center not later than 48 hours after the final examination is held.

“Blank” Grades: If grades for an entire class are not received by the final grading deadline, or if there are no final grades indicated on the official grade roster, the grades for all students in the class will be left blank.

“E” Grades: If grades for an entire class are received, but individual students do not have final grades assigned, administrative “E” grades will be assigned to those individual students. These administratively assigned grades of “E” can be changed only by the instructor’s filing an Official Change of Grade form assigning the student the appropriate grade.
Undergraduate Grade Replacement Opportunity (GRO)

1. Undergraduates who have not received a bachelor’s degree from the university may repeat, only once, certain courses in which they received grades of C, D, or E. All undergraduates who have completed fewer than 60 credits in residence at the university at the time of application for the GRO are eligible. Students with 60 or more attempted university credits may retake courses under the Course Repeat Policy but without the use of the GRO.

2. The school, course number and grading type for the GRO attempt must be identical to the first attempt. The use of the GRO for Tier Two courses is limited to courses with the same title and course number. The use of the GRO for Tier One courses is limited to courses with the same title, although course numbers and prefixes may differ.

3. Students cannot utilize the GRO option for “Credit by Exam,” “Grade by Exam,” “Individual Studies” courses, “Correspondence” courses and “Pass/Fail” courses. Individual Studies is defined as courses with numbers ending in 91 (preceptorship), 92 (directed research), 93 (internship), 94 (practicum) and 99 (independent study).

4. A total of 3 courses, not to exceed a maximum of 10 semester hours, may be repeated under the GRO policy.

5. A GRO repeated course grade will replace only one previous grade.

6. Students must file a GRO request form in the Office of the Registrar, Administration Building, Room 210. The request form is available only during GRO filing periods. See the exact GRO dates deadlines by visiting www.registrar.arizona.edu/gro/deadlines.htm.

7. The repeated attempt under the GRO is the grade used in the calculation of the grade-point-average (GPA), even if lower than the first attempt, except in the case of #8 below. Both grades earned in the first and the GRO repeat attempts will remain on the academic record. If a student passes the first attempt, but fails the repeat attempt, the failing grade is calculated in the grade-point-average; however the units earned in the first attempt may be applied toward degree requirements.

8. GRO repeat attempt grades of O, W, WP, WF, WO or XO will count as attempts, but will not replace the grade in the first attempt.

9. When the final grade for the GRO repeat attempt has been processed in the Office of the Registrar, the cumulative grade-point-average will be adjusted. Grades of I, K, and Y are not final grades.

10. Total earned units will not be affected by the GRO, but only the units for one attempt of a GRO-repeated course will be applied towards a degree program.

11. University, college or school policies or certain circumstances may limit the option to use the Grade Replacement Opportunity. Neither the school nor the Office of the Registrar is responsible for the loss of this opportunity due to changes in course offerings, such as course cancellation, unit change, time change, etc.

12. After filing the GRO form, it becomes the student’s responsibility to notify the Office of the Registrar, Administration Building, Room 210, of any change that may affect the student’s registration in the course being repeated.
Minimizing the opportunity to cheat on exams

Some students cheat. Instructors owe it to the others to control the conditions under which exams are given. Here are a few tips:

• Tell students to make bathroom stops before the quiz begins. No one is to leave the room once it starts.

• Remind them about academic integrity and the penalty for cheating (at least a failing grade for the exam, if not for the course).

• Spread students as far apart as possible. Keep an empty seat between them if the room allows.

• Keep backpacks at the back of the room, well away from their owners. Students should have no phones, electronic devices, notebooks or any other tools than those they need to complete answers on the test (an open-book test clearly is an exception). Watches should go in their pockets.

• Eliminate extraneous clothing. No ball caps, no jackets or sweaters. Warn students to keep their hands out of pockets and away from other hiding places like socks.

• Don’t let your attention wander during the exam. Keep your eyes on the test takers. Walk the aisles. Watch them from the front and the back of the room.

• Follow up your vigilance with action. If you see someone cheating, be sure they are held accountable. The other students will be watching.
Guidelines for individual study courses

The umbrella title of “individual studies” now incorporates independent study, practicum, directed research, practica and preceptorship courses. One set of policies and procedures applies to most courses for greater clarity and consistency.

Conduct of independent study projects
The purpose of independent study is to give students an opportunity to explore a journalistic subject in considerable depth by working independently outside of the classroom, under faculty supervision. A project can take many forms – research paper, photo essay, broadcast documentary, online report or assistance with an instructor’s research. Independent study is supervised only by full-time faculty members.

An independent study is expected to be a rigorous experience. Significant research is necessary for most projects. The work should meet the highest academic and journalistic standards. To earn three units of credit, for example, students should expect to spend a total of 135 hours of effort or nine hours a week (figuring 45 hours per credit).

Here is a typical regimen that might be expected. Over the course of the semester, the student:

- Proposes a project to a faculty member who has agreed to supervise the study.
- Researches the subject and refines the proposal. Work may include memos, updates, literature searches, outlines, drafts, etc., to be determined by the student and the faculty supervisor.
- Meets regularly with the instructor to review progress toward completing the project, amending the work plan as needed.
- Completes the final version of the project.

Independent study does not substitute for a required journalism course. It counts as upper-division elective credit. It is not to be confused with an internship, which is an opportunity to work outside the school in a professional environment under the supervision of a trained communicator. Nor should independent study be considered a simple “schedule fixer” for students who need extra hours to graduate.

Because of the time required to supervise a project properly, it is recommended that faculty members limit the number of independent studies they supervise at any one time.

Types of independent study courses available

- **JOUR 399.** The 399 number indicates a lower level of academic rigor than 499. It earns 1 to 6 units of credit (more than 3 is rare). Can be repeated. S, P, F grading. The hours count toward the 120 needed for graduation.
- **JOUR 499.** 1 to 3 units. S, P, F grading.
- **JOUR 399H and 499H.** (Honors students only). 3 units. Regular (A, B, C, D, E) grading.
• **JOUR 392 and 492.** These directed research courses are for small groups performing research under guidance of an instructor. 1-6 units of elective credit. Can be regular or S, P, F grading.

• **JOUR 394 and 494.** These practica provide an opportunity for individuals and small groups to do fieldwork under guidance of an instructor. 1-3 units of elective credit. S, P, F grading. Repeatable for up to a total of 6 units of credit.

**Grading**
The basis for arriving at a final grade will vary with nearly every project. Instructors will use the Journalism Independent Study Form to outline how each component of the project (preliminary work, research, writing, etc.) will be graded and how each will influence the final grade. Here is the standard for final grades that is used in many journalism classes:

- **A/S** Superior in all or nearly all areas. Requires little or no editing. Publishable (print, broadcast, online).
- **B/P** Professional quality/Publishable. Overall, sound work, but editing/revision required before publication. Generally readable/usable and interesting.
- **C** Competent but not ready for publication. Generally acceptable work, but may need more sources or reworking.
- **D** Substandard. Demonstrates effort by the student, but fails to meet competency standards because of mechanical errors, lack of clarity or lack of content.
- **E/F** Fails to meet minimum expectations in most or all areas.

**Independent study form**
The Journalism Independent Study Form, which follows, must be filled out and signed by the student, the faculty supervisor for the project, the student’s journalism adviser and, if applicable, the adviser in the student’s other major. The advisers will monitor the number of previous independent studies, if any. They will keep copies of this form in the student’s file.

Students should fill out the form, find a project supervisor and register for the independent study, ideally by the end of the semester prior to the semester in which the research will be performed. Projects can be started at the beginning of the same semester, as well. Under no circumstances will an independent study be approved after the deadline for adding courses, which is the end of the third week of the semester.
Information about student and faculty behavior policies
Attendance policy

In most journalism classes, punctuality and attendance in journalism classes is mandatory. Many of the school’s classes are taught without books. Repeating lectures is a time-consuming imposition on the instructor, and class discussions, which tend to be highly interactive, are impossible to re-create.

*Attendance is probably the source of most of the disagreements between students and instructors.* New instructors often feel that monitoring attendance is unnecessary in a university setting. But the first time you penalize a student for missing class, you will be glad you have records to back you up. Students will *always* dispute your recollection of the days they miss.

Most faculty members keep careful records of attendance. They have a policy of dropping or failing students who have two or three unexcused absences. The issue is important because it is probably the second-most source of student complaints, after grades. Whatever your policy, you must state it fully in your syllabus. You also must apply your rule consistently to all students and all situations. The attendance and grading portions of your syllabus are considered legally binding, and may not be changed during the semester without written notice to students.

If you do penalize students for absences, you need to be aware of the commonly accepted differences between excused and unexcused absences.

**Excused absences.** Granted only for four valid, *documented* reasons: serious illness of the student (and in some cases, of an immediate family member), jury duty, religious observance or military reserve obligation. They are excusable only if the reason makes the student’s presence at a scheduled class impossible.

**Unexcused absences.** Allowed by some faculty members to cover other situations. For them, the school norm is three unexcused absences for class that meet two or three times a week. For classes that meet once a week, one absence may be allowed. Other instructors prefer not to allow any unexcused absences.

**Consequences of absences.** Faculty who penalize students for absences generally do so in one of two ways. Those who allow students to make up missed assignments often reduce the grade on the assignment one step (i.e., A to B). Those who give make-ups don’t generally lower the grade for professionalism, which usually accounts for 10 to 15 percent of the final grade. Keeping good records about absences is extremely important documentation when grades are contested.

**Typical sources of conflict.** Students have lives outside class that include family reunions, weddings, funerals or unchangeable plane reservations that arrive late or leave early, especially around holidays. Deciding on your policy early will save time later.
You will be approached by students with all kinds of excuses that don't meet the test of an acceptable excused absence. Some, like car accidents or apartment fires, are perfectly valid. If you are tempted to make an exception, remember this: You need to balance your compassion with the recognition that any exception penalizes the rest of the class who followed the rule. Remember, if you make an exception for one student, you have to be prepared to do the same for the others. There are no secrets from the student grapevine. Students always find out about special favors. Fairness should be your unfailing practice.

**Dean’s excused absences.** You should be aware that the Dean of Students gives students written excused absences for official university functions, such as attending conferences. We are obligated to honor these excuses.

**Making up missed assignments.** The school encourages the faculty to refuse students the option of making up missed assignments or exams. The exception would be for excused absences. The policy encourages attendance and lessens the chance of cheating. It is also a fairness issue. Students who were absent have extra time to prepare. If you do give students make-up exams, use an alternate version to reduce the chances of cheating.

**Administrative drops.** Be sure to compare your official university roster with your own class list frequently, especially at the beginning of the semester. Students are responsible for dropping courses they are not attending, but they forget. Often they don’t realize they are listed for a class until the end of the semester, when they receive an E for the course.

Here is how administrative drops work.
- Prior to the end of the 4th week of classes in Fall/Spring (first week in summer classes), a drop will wipe the course completely off the record.
- Between the 5th and 8th weeks of Fall/Spring (the second week in summer), a course will remain on the student’s record with a W (for withdrawn) if passing, or E if not.
- Drop forms are available from the academic adviser or the journalism office staff.
- After the end of the 8th week, (third in summer), administrative drops are not possible.

**Professionalism**

Journalism demands a high level of professionalism. Because the school’s professionally oriented undergraduate program is nationally accredited, each faculty member has a special obligation to ensure that students understand and engage in professional behavior. The behavior required in the classroom will be expected in the newsroom.

To encourage the development of professional behavior, faculty members make professionalism a component of the evaluation of every student’s success in class. It will count for a specific number of points or a percentage of your final grade in this class.

Please inform students that professionalism includes the following:
• **Being responsible.** Being punctual and attending all classes. Being prepared for class and participating actively. Avoiding disruptive behavior. Approaching your assignments with resourcefulness, and with the goal of completing them as thoroughly as possible. Doing your share when working on group projects. Requesting help from the course instructor when you need it, just as you would request assistance from an editor in the newsroom.

• **Being respectful.** Recognizing that you need to be as respectful of the opinions of others as you would have them be of yours. Being courteous in class and on assignments. Dressing appropriately for meetings and other outside assignments. Being sensitive to the needs of new sources.

• **Being accountable.** Remembering that when you are on assignment, your behavior, attitude and dress reflect not only on you, but also on the school and the university. People have long memories, and your actions can influence your reputation – and ours – for years to come.
The school has a zero tolerance toward cheating of any kind. Every faculty member should be vigilant when grading papers. Spot check the accuracy of quotes with sources. If a story seems unusually well done, be sure it was not lifted from the local papers, the Wildcat, the Internet or other sources. You should even check doctors’ excuses occasionally (instructors have found four phonies in the past several years).

The school’s Academic Integrity Handbook is available on the school website and should be provided to all of your students. At the beginning of the semester, you will find copies of the Academic Integrity Agreement in the mail box. Every student must sign the form, which should then be handed in to the office or the academic adviser for the student’s file. You are encouraged to engage students in the contents so they truly understand what plagiarism is. Suggestions for exercises and quizzes are in the faculty academic integrity guide.

If you find examples of plagiarism, fabrication or other violations of the academic integrity code, there is a prescribed procedure for dealing with them:

- Before doing anything else, talk over the situation with the school director, the faculty member acting as the academic integrity coordinator, and/or the academic adviser. It is important that university procedures be followed – and that sanctions for violations be as consistent as possible within the school.

- See the university policy on academic integrity and forms at: https://deanofstudents.arizona.edu/policies-and-codes/code-academic-integrity

- Use the academic integrity checklist to be sure you have followed the procedure.

- Use the complaint form to spell out the details of your concern.

- Hold a conference with the student and show the student your evidence. Students who have committed violations often will admit to having done so.

- Explain the process to the student, being careful to point out that it has safeguards for students who think they are being unfairly accused.

- Within 10 days of the conference, if a faculty member believes a violation has occurred, she or he must prepare a written decision outlining the charges, evidence, findings, conclusions and recommended sanctions. The faculty member should use to “Record of Faculty/Student Conference” form, and should provide a copy to the academic adviser, who will ensure that copies are sent to the student and all other parties noted on the form.

- **The typical penalty for cheating is at least an E for the exercise, and many faculty give the student an E for the course. Some students have been expelled from the school for their actions.**
Policy on disruptive or threatening behavior in an instructional setting

The university seeks to promote a teaching and learning environment free from material and substantial classroom disruptions. Faculty members and teaching staff have the authority and responsibility to manage their classroom environments effectively. Instructors may determine the time and manner for student questions and expression of points of view in the instructional setting. Accordingly, instructors should establish, communicate and enforce reasonable rules of classroom behavior and decorum via the syllabus and classroom discussion. This policy is not intended to discourage appropriate classroom expression, discussion or disagreement, but to promote respectful interactions.

A. Instructional Rules and Decorum

Rules and expectations for the instructional setting should be established by the instructor and communicated to the students via the syllabus and classroom discussion at the outset of the course. Such rules may contain reasonable restrictions in light of the instructional setting, teaching method and learning objectives, and may vary depending upon the educational context. Instructional rules may include, but are not limited to, prohibitions on cell phone use, refusing to be seated, talking during lectures, sleeping, eating, newspaper reading, entering the classroom late or leaving early without authorization.

B. Prohibited Behavior

The information below about disruptive or threatening behavior by students has been provided by the Dean of Students Office. This information was updated by the university and the Board of Regents in April 2010.

Disruptive Behavior Is Prohibited. “Disruptive behavior” means conduct that materially and substantially interferes with or obstructs the teaching or learning process in the context of a classroom or educational setting. Disruptive behavior includes conduct that distracts or intimidates others in a manner that interferes with instructional activities, fails to adhere to an instructor's appropriate classroom rules or instructions, or interferes with the normal operations of the university.

Threatening Behavior Is Prohibited. “Threatening behavior” is any statement, communication, conduct or gesture, including those in written form, directed toward any member of the university community that causes a reasonable apprehension of physical harm to a person or property. This behavior involves encounters with students that leave you frightened and in fear for your personal safety, and should be taken very seriously. Threatening behavior includes, but is not limited to, direct or implied threats of violence, challenges to fight, shoving, physical attacks, stalking, threatening phone calls, emails, or other correspondence, acts of harassment and similar behaviors.
disruptive and threatening student behavior

DEAN OF STUDENTS OFFICE

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Guidelines for faculty and staff

Contacts:

Dean of Students Office. 621-7057
Counseling and Psychological Services. 621-6490
Police (non-emergency). 621-8273
Police (emergency). 9-1-1

General Overview
What is the difference between disruptive and threatening behavior? How does The University of Arizona define each one?

Disruptive Behavior is conduct that materially and substantially interferes with or obstructs the teaching or learning process in the context of a classroom or educational setting.

Threatening Behavior is any statement, communication, conduct or gesture, including those in written form, directed toward any member of the University community that causes a reasonable apprehension of physical harm to a person or property.
Disruptive Behavior

Disruptive behavior is detrimental to the academic community because it interferes with the learning process, inhibits the ability of instructors to teach effectively, diverts university energy and resources away from the educational mission and may indicate a significant level of personal problems or distress on the part of the disrupter.

Disruptive behavior IS:
- The student in your class who is *persistently tardy or leaves early*;
- The student who *talks incessantly* while you are delivering a lecture;
- The student who loudly and *frequently interrupts* the flow of class with questions or interjections; or
- The student who *becomes belligerent* when you confront his or her inappropriate behavior in class;
- *Cell phones* ringing in a classroom, text messaging, chatting online;
- Persistent and *unreasonable demands for time* and attention both in and out of the classroom.

Disruptive behavior is NOT:
- Cultural differences;
- Appropriate demonstrations of disagreements or differences of opinion;
- A clash of values or beliefs;
- Needing extra time or attention based on reasonable accommodation.

Preventing Disruptive Behavior
- Set clear expectations about classroom behavior and include these expectations in the syllabus;
- Review these expectations in class and develop agreements as a class during the first session;
- Talk to students or speak with students *in private and immediately upon first disruptive incident*;
- Model professional behavior. Respond to inappropriate remarks in a professional and mature manner. Put-downs or witty comebacks can potentially escalate a situation.

Appropriate Referrals for Disruptive Students and Students in Crisis
- Emotional issues/anger management: Please refer to CAPS, 621-6490.
- If a student has threatened you or someone else: Call police immediately (9-1-1).
- If you are concerned about a student and are not sure what the appropriate resource is, notify the Dean of Students Office: 621-7057.
What Do I Do? Recommendations For Intervention

**Step #1**
Ask the student to immediately and respectfully end the behavior by:

1. Asking the student to stay after class so that you can discuss why the behavior is inappropriate or disruptive (see Meeting with a Disruptive Student: Guidelines)

OR

2. Taking a break during class and ask the student to end the behavior.

**NOTE:** All of these verbal conversations should be followed up via an email to the student which summarizes the conversation.

**Step #2**
*(Behavior Continues)*

1. Let the student know that he/she needs to meet with you as soon as possible about his/her continued behavior in order to return to class (see Meeting with a Disruptive Student: Guidelines).

2. Follow up in writing to the student via email outlining the behavior, the rules that were violated and future expectations for class participation through a written warning.

3. The warning should also include notice that any subsequent violation of the classroom rules or this policy will result in the instructor filing a Student Code of Conduct Complaint with the Dean of Students Office for failure to comply with this policy.

**NOTE:** Faculty member should keep a log describing disruptive behavior and documenting the meetings and conversations that have occurred with the student. These documents should be kept on file.

**Step #3**

1. If the student has not changed his/her behavior, the case must be referred to the Dean of Students Office (621-7057) and a Student Code of Conduct Complaint must be completed.

2. Submit all related documentation including but not limited to an official complaint form, any written documentation for prior incidents, names of witnesses and incidents describing disruptive behavior to the Dean of Students Office.

3. The instructor must also notify her/his Department Head or Dean of the matter as well.
Meeting with a Disruptive Student: Guidelines
The meeting is an opportunity for the student to understand the inappropriateness of his or her behavior and to develop strategies for continuing successfully in the class.

During the meeting:
1. **Remain calm.** This may be difficult if the student is agitated or confrontational, but your calm and reasoned response will best control the meeting.
2. **Do not take behavior or remarks personally.** Disruptive behavior usually results from other life problems or a general academic frustration.
3. **Be specific** and identify the inappropriate behavior the student has exhibited. Describe the behavior, don’t focus on the person. Explain why the behavior is a problem.
4. **Review the classroom rules and this policy.**
5. **Ask questions** and summarize what you hear the student saying.
6. **Focus on areas of agreement** between you and the student. Conclude by summarizing any resolution and articulating expectations and the behavior that is required for the future.

Threatening Student Behavior

**WHENEVER THERE IS A THREAT TO THE SAFETY OF ANY PERSON, YOU SHOULD ALWAYS CONTACT THE POLICE IMMEDIATELY!**

Each of us responds differently to the behaviors of others. Encounters with students that leave you frightened and in fear for your personal safety should be taken very seriously. Direct or implied threats of violence, challenges to fight, shoving, physical attacks, stalking, threatening phone calls, emails, or other correspondence, acts of harassment and similar behaviors should be immediately discussed with your department chair or supervisor, the University of Arizona police, and the Dean of Students Office. If the threat is immediate, **dial 9-1-1** for immediate police response. It is required that you notify the **Dean of Students Office, at 621-7057**, whenever the police have been requested to intervene. In instances where the reported conduct constitutes a violation of the Student Code of Conduct, the Dean of Students Office can also assist you in filing a code of conduct complaint form.

**Direct Threats From Students Should Not Be Tolerated**
“You are going to be sorry you did that!”,
“I know where you live” or “just wait, I’ll get you!”
What Do I Do? Procedures For Mandatory Reporting
If threatened by any student’s conduct to the point of reasonable fear of immediate physical harm to self, others or property:
1. Leave the area immediately
2. Call the police by dialing 9-1-1 to request that an officer come to the location. Inform the police if it is a repeat occurrence.
3. Anyone who observes what appears to be threatening behavior must report it to the Dean of Students Office and in the appropriate case, file a Student Code of Conduct Complaint.
4. University employees who observe what appears to be threatening behavior must also report it to their supervisor or Department Head, who should report it to their Dean.

NOTE: Threatening behavior requires mandatory reporting to the police, the Dean of Students Office, and the Department Head or Dean.

Meeting with a Threatening or Potentially Violent Student
Faculty often encounter a troubled student when they have arranged a meeting with that student, but staff are more often on the front lines and may not be expecting to encounter an angry or hostile student. Therefore, it is essential that staff develop a strategy for encountering a difficult student.

Precautions to take:
• Consider establishing a code word or phrase to be used within your department. That word would serve as a signal to others to call for help outside your office. Example: “Can you please hold all my calls?” “My next appointment is with President Shelton, can you call him to let him know I will be late?”
• Consider installing a panic button.
• Terminate any conversation immediately if you feel something is wrong.
• Leave your door open during a meeting with a student.
• Avoid body language that appears challenging, such as placing your hands on your hips, moving into the student’s territory, or using aggressive facial expressions.
• Slow your rate of speech down and use a low pitch and volume to reduce the momentum of the situation.
• Ask to consult your supervisor, a department head, or the Dean of Students Office to help satisfy the agitated person’s need to feel heard.
• Listen carefully by really paying attention to what is said. Let the student know you will help within your ability to do so and within reason.
• Ask questions to regain control of the conversation and to understand the situation.
• Neither agree with distorted statements nor attempt to argue. Avoid defensiveness.
The University of Arizona Student Code of Conduct Complaint Form

Name: ___________________________________________ Date: ________________

Address: __________________________________________

Phone: ____________________ email: __________ Circle One: student staff faculty

I have reasonable cause to believe the following named student(s) has violated the Code of Conduct

Name of Accused: ___________________________ DOB _____________________

Address: _______________________________________

Phone: ____________________

Other Identifying Information: ___________________________________________
_________________________________________________________

Date of Violation: _______________ Time of Violation _________________

Location of Violation: ________________________________________________

Describe What Happened: __________________________________________
_________________________________________________________
_________________________________________________________
_________________________________________________________
_________________________________________________________

Names/Address/Phones of Probable Witness:
_________________________________________________________
_________________________________________________________

Complainant Name ____________________________________________
(Please Print)

Complainant Signature ________________________________________

Date ________________
Further advice for handling unruly or threatening students
From a presentation by UAPD Commander Brian Seastone
to the math school faculty and staff 8/21/02

Key Points:
While being loud and rude is not a criminal offense, Seastone says, students can cross the line into violating Arizona statutes for trespassing, threatening and intimidating, or disrupting an educational institution. (Any criminal offense is an automatic violation of the Student Code of Conduct.)

Every threat must be reported, such as: “You haven’t heard the end of this,” or “I’m coming back and you’re going to be sorry.”

The Code of Conduct is one of the best resources the university community has, because students can be required to receive a variety of services that could prevent a problem from recurring.

(If there is a problem with unruly or unreasonable employees, HR can be of assistance.)

A key recommendation from Seastone was to develop code words throughout the office, so that office staff or faculty may signal others that they need help. His suggestions:

Has anyone seen the purple file? (Translation: I need help or backup with this student; please come to my side.)

Does anybody know where the red notebook is? (Translation: Call 911.)

In the first scenario, a second person coming to the side of a staff or faculty member can by itself go a long way toward diffusing a situation with an angry student. Often when a student hears the same information (e.g., that class is closed) from a second person, they will accept the information and leave quietly.

Also, Seastone advises, indicate that the second person you have called over has some authority.

Other Recommendations:

- Stand an arm’s length away from an angry person. Place one foot in front of the other. (With feet side by side, you can be knocked off balance if the person makes a movement toward you.)

- Be firm. “I cannot help you with this if you are going to be so angry.”

- Don’t to say the same thing over and over. Find new ways to phrase the point.
• Avoid speaking in administrator-ese to an angry student or other person. Use plainspeak.

• Arrange your office so that you cannot be trapped behind your desk with no way to leave if a threatening student is on the other side. Arrange the furniture so that a student does not have the door behind them, blocking your route out.

• If a discussion with a student is heating up, take the student to another room where you can control your exit and where others can see or slightly overhear you and the student, or bring a third party into your office.

• Avoid closing the door with a threatening student. If a disruptive student seeks confidentiality, for example because of a failing grade, let a third party know you will be closing your door. (You might also ask the third party to knock after five minutes if you believe the student might direct her/his anger at you.)

• Program speed dial on your phone to a colleague’s office. Tell the student you are going to see if colleague can provide more information. Then when they are on the phone, use the code: “Would you please bring me the purple folder,” or “Please bring me the red notebook right away.”

• Program the speed dial on your phone to 911. Just put the phone down on the desk if you cannot explain the situation to the police. With 911 calls, UAPD automatically gets the building and room number from the call. Seastone says campus response time is three minutes to 911 calls.

• Don’t tell or threaten students you are going to call the police.

• Signs to look for that a student is losing control: clenching fists, sweating profusely, tightening lips, staring at you. Seastone says you shouldn’t stick around if you see a person doing these things. If you see the person’s fists clenching, take a step back and figure out how to stop the meeting. The angry person is making a decision about flight or fight. Nervous twitching and shaking out one’s hands are good signs, but the death stare and clenched fists are bad.

• When someone gets out of hand, don’t stay and argue or fight; end the meeting.

• You control your office. You can tell a student or other person, “I'm not going to talk to you anymore. This is my office. It’s time for you to leave now.” If a person does not leave at that point, they can be charged with trespassing.

• Don’t be concerned about giving student names to police, Seastone says. There are no confidentiality rules that would prohibit this. Also, UAPD can initiate Code of Conduct action.
If a student is drunk in your office or classroom and they are under age 21, they can be arrested for a minor in possession. You can also report others, i.e., over 21, as the UA is an alcohol-, drug-free workplace. (This point came after a professor asked what he should have done about an obviously drunk student in a night class last year.)

- Prepared by Professor Susan Knight, August 21, 2002

Arizona Board of Regents Affirmation of Zero Tolerance

Following serious incidents at Penn State, the Arizona Board of Regents on Dec. 1, 2011, issued a resolution reaffirming its zero-tolerance policy toward acts of abuse and violence on campuses in the Arizona University System:

In the wake of the incidents at Penn State, The Arizona Board of Regents reaffirms its commitment to safety on our campuses. Our policies prohibit intimidation, harassment, threats, and acts of violence. All incidents and allegations of violent or threatening conduct must be immediately reported to law enforcement. We are resolved that there will be zero tolerance of abusive and violent conduct at Arizona’s Universities.
Collaboration policy

The journalism school’s policy on collaboration was triggered in part by a survey reported by the Dean of Students Office. It said that 83 percent of college students do not think collaboration outside of prescribed group activities could involve serious cheating. About one student out of four doesn't think such unauthorized collaboration is cheating at all. The faculty feels strongly that it most definitely *is* cheating.

Many courses in the journalism school require students to work together on team projects, peer reviewing and other types of group activities. This policy does not apply to any of those collaborative efforts. In fact, failure to collaborate fully will be considered a violation of the Code of Academic Integrity. Students will be penalized if their actions or inactions cause other students in a project or activity to miss deadlines.

What this collaboration policy is intended to reinforce is the principle that *most* assignments require individual attention and effort to be of any benefit. Unless otherwise stated by the instructor, all work is expected to be that of each student alone, without consultation with others. The school does not allow unauthorized collaboration with other students or using their words or ideas. That constitutes theft of intellectual property, or plagiarism, and will be treated as a violation of the Code of Academic Integrity.

**Actions that are not permitted on individual assignments**

Some examples of inappropriate behavior follow. A careful reading of this list will show that any collaboration that is intended to give one student an unfair advantage over others is not allowed.

- Asking another student – or granting that student – access to research, working notes, drafts or completed work prepared for an assignment, even if the request is not granted.

- Giving another student access to your own work.

- Obtaining notes, drafts or completed work without the author's permission.

- Unauthorized collaborating or consulting during lectures or labs.

- Collaborating or sharing information during a quiz or exam.

- Taking an exam for another student, or asking someone to do so.
Actions expressly permitted on individual assignments

A key test of permissible collaboration is whether the activity is uniformly available to all students in a class.

- Cooperative associations or study groups are permitted for the purpose of:
  - Reviewing lecture materials
  - Sharing and correcting lecture notes
  - Discussing readings
  - Studying for exams

- Group discussions, team projects, peer reviews or any other group projects that are assigned by the instructor.

- Sharing papers or quizzes after the due date for all students.

- Using any and all library materials, including journal papers, books and other scholarly materials in the public domain, at any time before the due date of the assignment.

Potential sanctions for inappropriate collaboration, which is an academic integrity violation

- A written warning

- Loss of credit for the work involved

- Reduction in grade for the course

- Failing grade for the course.
Nondiscrimination and anti-harassment interim revised\textsuperscript{1} policy

The University of Arizona is committed to creating and maintaining an environment free of discrimination, harassment, and retaliation that is unlawful or prohibited by University policy. The University prohibits discrimination, including harassment and retaliation, by University employees, students, contractors, or agents of the University and by anyone participating in a University sponsored activity against an individual based on a protected classification. Protected classification includes race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation,\textsuperscript{2} gender identity,\textsuperscript{3} or other protected category. The University also prohibits retaliation because an individual has engaged in a protected activity.

The University will take prompt and appropriate action to: (1) thoroughly investigate complaints under this policy; and (2) prevent, correct and, if necessary, discipline individuals who engage in behavior that violates this policy in accordance with University policies.\textsuperscript{4} All members of the University community are responsible for participating in creating a campus environment free from all forms of prohibited discrimination and for cooperating with University officials who investigate allegations of policy violations.

APPLICABILITY OF POLICY

This policy applies to:

- All University employees in all aspects of their employment relationship with the University;
- All University students in their admission to and participation in the University’s educational programs and activities; and
- All persons participating in or accessing University sponsored programs, activities, or facilities.

\textsuperscript{1} Effective December 9, 2008. This policy supersedes the University’s Sexual Harassment Policy (2000).

\textsuperscript{2} For the purposes of this policy, “sexual orientation” means an individual’s heterosexuality, homosexuality, or bisexuality, whether the orientation is real or perceived.

\textsuperscript{3} For the purposes of this policy, “gender identity” means an individual’s actual or perceived gender, including an individual’s self-image, appearance, expression, or behavior, whether or not that self-image, appearance, expression, or behavior is different from that traditionally associated with the individual’s sex at birth as being either female or male.

\textsuperscript{4} Any such disciplinary action shall be imposed in accordance with the Classified Staff Human Resources Policy Manual, University Handbook for Appointed Personnel, Student Code of Conduct, Arizona Board of Regents’ Policy Manual, or any other applicable process.
PROHIBITED DISCRIMINATION, INCLUDING HARASSMENT AND RETALIATION

Discrimination occurs when an individual, or group of individuals, is treated adversely because they belong to a classification of individuals that is protected by an employment discrimination statute or University policy as set forth above. The failure to provide reasonable accommodations required by University policy for disability or religious practice may constitute discrimination.

Harassment

Harassment is a specific form of discrimination. It is unwelcome behavior based on a protected classification that is sufficiently severe or pervasive to create an intimidating, hostile, or offensive environment for academic pursuits, employment, or participation in University sponsored activities. Additionally, sexual harassment, whether between individuals of the same or different sex, includes unwelcome conduct of a sexual nature that is made, either explicitly or implicitly, a condition of an individual’s education, employment, or participation in a University program or activity, and/or the submission to or rejection of such conduct is a factor in decisions affecting that individual’s education, employment, or participation in University sponsored activities. Harassing conduct may take many forms, including verbal acts and name calling, as well as nonverbal behavior, such as graphic, electronic, and written statements, or conduct that is physically offensive, harmful, threatening, or humiliating.

Retaliation

Retaliation occurs when an adverse action is taken against an individual for engaging in protected activity. Protected activity consists of: (1) opposing conduct reasonably believed to constitute discrimination, including harassment, which violates an employment discrimination statute or which University policy prohibits; or (2) filing a complaint about such practice; or (3) testifying, assisting, or participating in any manner in an investigation or other proceeding related to a discrimination complaint. Adverse actions that are reasonably likely to deter a complaining individual or others from engaging in protected activity are prohibited.

MANAGEMENT’S PREVENTION AND REPORTING RESPONSIBILITIES

Employees or agents of the University who (a) supervise other employees, graduate or undergraduate students, contractors, or agents; (b) teach or advise students; or (c) have management authority related to a University sponsored program or activity are required to:

• Engage in appropriate measures to prevent violations of this policy; and

• Promptly notify the Office of Institutional Equity after being informed of or
having a reasonable basis to suspect a policy violation; or

• If both the alleged policy violator and the person who is the subject of the conduct are students, promptly notify the Dean of Students Office, which will promptly notify the Office of Institutional Equity.

REPORTING DISCRIMINATION, HARASSMENT, OR RETALIATION

Reporting Complaints to University Offices

An individual who believes that he or she has been subjected to discrimination, harassment, or retaliation in violation of this policy should report the matter immediately to enable the University to take prompt remedial action, as set forth below:

• If both the alleged policy violator and the person who is the subject of the potential discrimination, harassment, or retaliation are students, then the person who is the subject of the conduct should contact the Dean of Students.

• For all other instances in which an individual believes he or she may have been subjected to discrimination, harassment, or retaliation as defined in this policy, or in cases in which an individual in a management position as described above believes a policy violation has occurred, he or she should contact the Director of the Office of Institutional Equity for information about resolving concerns, including complaint-filing options and procedures.

• If the person(s) allegedly violating this policy are employed by the Dean of Students Office or the Office of Institutional Equity, then an individual may contact the Executive Vice President and Provost.

Good Faith Allegations

Because of the nature of discrimination, harassment, or retaliation complaints, allegations often cannot be substantiated by direct evidence other than the complaining individual’s own statement. Lack of corroborating evidence should not discourage individuals from seeking relief under this policy. No adverse action will be taken against an individual who makes a good faith allegation of discrimination, harassment, or retaliation under this policy, even if an investigation fails to substantiate the allegation. However, individuals who make dishonest statements or make statements with willful disregard for the truth during an investigation or enforcement procedure under this policy may be subject to disciplinary action in accordance with existing University policies.
Anonymous Inquiries and Complaints

Members of the University community may contact the Office of Institutional Equity and students may contact the Dean of Students Office at any time to ask questions about discrimination, harassment, retaliation, or complaint procedures without disclosing their names and without filing a complaint. Because of the inherent difficulty in investigating and resolving allegations from unidentified persons, the University discourages individuals from making anonymous complaints. However, if an individual desires to make a complaint anonymously, then the University will weigh factors such as the following to determine the appropriate response to an anonymous allegation:

- The source, specificity and nature of the information provided;
- The seriousness of the alleged conduct;
- The objectivity and credibility of the source of the report;
- Whether other individuals potentially can be identified who were privy to the alleged policy violation; and
- Whether those individuals are willing to pursue the matter.

If, based upon these factors, it is reasonable for the University to investigate a matter, then the University will proceed with an investigation.

Reporting Complaints to Outside Agencies

University employees and students have the right to file discrimination, harassment, and retaliation complaints with outside agencies as well as with the University’s Office of Institutional Equity and the Dean of Students Office. If an individual files a complaint with an external agency, the filing will not affect the University’s investigation concerning the same or similar events.

CONSEQUENCES OF POLICY VIOLATIONS

Members of the University community who violate this policy will be subject to disciplinary action that could include letters of reprimand, demotion, denial of promotion, termination from employment or termination from educational programs, or other appropriate administrative action.

AFFILIATED ENTITIES

University employees or students who work or study at a worksite or program of an organization affiliated with the University (affiliate) are subject to this policy while at such worksite or participating in such program. Similarly, affiliates are obligated to comply with all applicable state and federal statutes and regulations regarding equal employment opportunity and nondiscrimination. If a University employee or student believes that he or she has been subjected to discrimination, harassment, or retaliation
while working at or participating in a program of an affiliate in violation of this policy, he or she should contact the Office of Institutional Equity or Dean of Students Office in accordance with the reporting provisions of this policy.

CONFIDENTIALITY

Employees of the Office of Institutional Equity, employees of the Dean of Students Office, and all responsible administrators who receive reports of discrimination, harassment, or retaliation shall maintain the confidentiality of the information they receive, except where disclosure is required by law or is necessary to facilitate legitimate University processes, including the investigation and resolution of discrimination or harassment allegations.

SOURCE REFERENCES

The University’s Nondiscrimination and Anti-harassment Policy is based on the amended provisions of Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1975, the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, the Age Discrimination Act of 1975, the Age Discrimination in Employment Act of 1967, and other applicable federal and state laws, and Arizona Board of Regents and University policy.

4/28/2009 – Policy updated to reflect name change from Equal Opportunity and Affirmative Action Office to Office of Institutional Equity

Enforcement of this Policy is subject to constitutional protections for free speech, association, and the press.
Conflicts of interest in personal relationships

What follows is a summary of the “Interim Policy for Management of Personal Conflicts of Interest for The University of Arizona, July 2002. Please read the policy itself in the appendix.

The university has an interest in ensuring that academic, employment and business matters are decided on objective bases. A variety of personal and romantic relationships may exist among employees, university agents, students and third parties. This policy is intended to direct employees to disclose personal relationships that have created or may create conflicts of interest and to give the university an opportunity to manage and reconcile any such conflicts, if possible.

Employees who violate this policy may be subject to disciplinary action, up to and including discharge or termination of a contract. However, this policy is designed to encourage employees to disclose personal relationships that may lead to conflicts of interest.

Relationships that are subject to this policy

- Supervisory relationships with students. Conflicts of interest arise when an employee is involved in a sexual or romantic relationship, in the past or present, with a student who is enrolled in that employee’s course, or whom the employee supervises, or over whom the employee exercises administrative or disciplinary authority.

- Non-supervisory relationships with students. Relationships with students are not prohibited, per se, when the employee is not teaching or supervising the student. Conflicts can occur, however, when an employee and student are in the same unit or allied unit.

- Non-romantic relationships with students. Employees, whether faculty or staff, who teach or supervise students may not ask those students to provide personal service, whether paid or non-paid.

- Relationships with employees. No university employee shall engage in a romantic or sexual relationship with another employee whom s/he supervises or evaluates. No employee may supervise another employee or student if they live together.
What to do if a conflict arises
An employee who has a relationship with students or other employees that meets the above criteria must disclose the conflict of interest to his/her supervisor. This disclosure must include a written plan to eliminate the conflict to the supervisor’s satisfaction. The plan may include:

- Altering supervisory or reporting lines,
- Moving a student to another section of the same class,
- Appointing a different individual to serve on a thesis or evaluative committee,
- Moving a supervisor to another position of the same or comparable status and duties,
- Establishing alternative means of evaluation of academic or work performance.
Personnel and operations policies

Faculty Hiring and Promotion Policies
OVERVIEW
The following policies provide the guidelines for hiring and promotion for faculty within the School of Journalism, including tenure-track faculty and professors of practice.

HIRING

Adjunct Instructors
A part-time position, typically a working professional teaching one class per semester. Candidates shall be active in their field professionally with a superior reputation among peers, and have sufficient skills pertaining to the classes they teach.

Assistant Professor (and higher)
Substantial professional journalism experience is a preferred qualification for tenure-track professor and required of professors of practice, with an unquestioned reputation for excellence in journalism and a dedication to the goals of the school. Every new faculty member on this level should be a potential director of the school. Every member of the faculty can seek candidates, and is encouraged to do so. Candidates are considered by the faculty acting as a committee of the whole.

Equivalent Experience
As per Higher Learning Commission guidelines, professors and adjunct instructors shall have achieved a degree of at least one level above that in which they are teaching (e.g., a master’s degree if they are teaching undergraduate students). Faculty teaching general education courses or non-skills courses should hold a master’s degree or higher in the discipline or subfield. Faculty teaching graduate students should hold the terminal degree for the discipline, such as a J.D. or Ph.D. However, as per the Higher Learning Commission, tested real-world experience can substitute for academic degrees. Professors of practice, in particular, are hired just for that – their rich experience in the practice of journalism that enable them to teach the practice of journalism, regardless of degree obtained. A number of criteria are to be considered in substituting experience for degrees, including years of professional media experience, the nature and prestige of the work (e.g., Pulitzer prize, post at a major news organization), and specialized high-demand skills essential to the school (e.g., multimedia, videography). Hiring decisions also account for matching equivalent experience with the learning outcomes of courses. For example, a seasoned war correspondent with no graduate degree but 50 years of experience in international journalism would be considered highly qualified to teach a class on foreign reporting to master’s or even doctoral students. Similarly, someone with few years of professional experience and no advanced degree, but with specialized high-demand
skills, such as computational journalism or multimedia design, also could be considered qualified to teach those skills to graduate students.

**Director**

The director is under contract in his or her administrative capacity. Traditionally, the director has been chosen by the faculty and recommended to the dean of the College of Social and Behavioral Sciences.

The normal term of the director is five years, renewable upon faculty and administration ratification. After each five-year period, a comprehensive review of school administration is conducted by an ad hoc committee consisting of three members elected by the faculty and two members designated by the dean of the College of Social and Behavioral Sciences. A review also may be initiated at any time upon request of one-third of the school faculty, or at the discretion of the dean. In each case, the review committee reports its findings and recommendations to the dean and the faculty of the school.

The director chooses such committee chairs, coordinators and assistants as he or she may deem advisable. The director prepares and administers the budget, as well as preparing the schedule and designating teaching assignments.

The director is responsible for the overall operation of the school, for the quality of its performance, and for its internal harmony and development. All administrative and educational policies of the director remain subject to review by the faculty. The ideas, goals, undertakings and achievements of the director should be a matter of personal satisfaction to each member, and publicly attributable not to an individual, but to the school.

**GUIDELINES FOR FACULTY PROMOTION AND TENURE**

**Overall**

The following four criteria apply to all faculty seeking promotion and tenure, whether tenure-track or professors of practice:

1. **Success as a teacher**
   
   This is the most important factor, judged on diligence, ability, enthusiasm and the evaluations of students. A strong reputation for mentoring and general availability of faculty always has been a hallmark of this school. Every faculty member should contribute new ideas to the periodic re-evaluations of teaching methods.
2. **Research and Publication**
   Publication is expected of a professional journalist and should be second nature. This can take two forms: Publication in the area of professional journalism as well as that type of publication involving research and criticism contributing in a practical manner to the understanding of the field. Every faculty member should be an active scholar in his or her specialty and achieve a national reputation among journalism peers.

3. **Contributions to the School, the University and the Community**
   This involves initiative and imagination in developing new programs and participation in ongoing programs that serve the student, the school, the university, the profession and the community.

4. **Excellence in Practice and Reputation**
   An indication that the faculty member can practice what he or she teaches, and has continued to enlarge the reputation that was brought to the university.

In the employment and promotion of journalism faculty members, there is one primary consideration: Is this person considered superlative on a national scale by his or her peers? Peers, in this case, mean both those engaged in the active practice of journalism and those persons in journalism education whose philosophy parallels our school philosophy. The school must have only those teachers with the capacity to command continuing respect from the news media.

Evidence of professional growth and development includes:
   1. Consistent high evaluations of teaching performance.
   2. Research, such as the following:
      a. Writing for scholarly journals.
      b. Writing substantive articles of merit for professional journals.
   3. Service activities, including the following:
      a. Periodically returning to the professional field as a consultant, editor or newsperson.
      b. Conducting or being otherwise involved as a leader in seminars, workshops and short courses for professionals.
      c. Appearing on convention programs or otherwise working in a substantive, leadership capacity with professional or academic groups.
      d. Participation in professional or academic organizations in a position of leadership and prominence.
   4. It is not expected that each faculty member will excel in the same manner or in every direction. The *quality* of the activities shall be considered of greater importance than the quantity.

**PROMOTION PROCEDURE**
University policies are set out in Chapter 3 of the University Handbook for Appointed Personnel. On a school level, the tenured members of the faculty, acting as a committee, recommend candidates. The director acts as a separate reviewer. The recommendations of the committee and the director are forwarded to the dean of the College of Social and Behavioral Sciences, and the college promotion and tenure committee.

The college committee and dean may uphold or reject the recommendations from the school committee and director. The entire dossier is then submitted to the university promotion and tenure committee, which serves in an advisory capacity to the provost and the president.

The school sets its own standards for promotion and tenure, and these have been discussed. The university committee on promotion and tenure is expected to follow these standards, or inform the school that its standards do not meet university requirements.

Since the university promotion and tenure committee is insulated from outside appeal while considering recommendations, it is important that proper documentation be submitted. This, in large measure, is up to the individual faculty member. It might be of value for the person seeking promotion to ask those in the school who have been promoted previously for approval to review the materials they submitted.

**PROFESSORS OF PRACTICE**

The following are policies developed specifically by the School of Journalism regarding promotion to the ranks of associate professor of practice and professor of practice. These are career-track faculty positions.

These policies initially were written by the School of Journalism Faculty Affairs Committee, which developed them after consulting similar policies utilized by the University of Arizona College of Medicine, and requesting and reviewing policies from the school’s realistic and aspirational peers. The initial draft of these policies was reviewed by all faculty members, including the school director. Their suggestions were incorporated into a final draft. The faculty then voted unanimously by secret ballot to send these proposed policies to the Dean’s Office for approval.

**Promotion to the Rank of Associate Professor of Practice**

Promotion to the rank of associate professor of practice indicates that the individual makes teaching contributions at a more advanced level than those required of an assistant professor of practice. The individual must be able to demonstrate that she or he is recognized at the regional or national level for her or his expertise as a journalism educator, professional journalist, or expert consultant. Evidence may include, but is not limited to, any of the following:
• Ability to develop new instructional techniques and methods, and to revise and improve course materials.
• Presentations at professional meetings, workshops, or conferences at the local, state, or higher levels.
• Participation in events or programs related to teaching or the profession.
• Leadership in advising student organizations such as campus chapters of the Society of Professional Journalists or the National Association of Hispanic Journalists.
• Leadership in professional mentoring activities for students.
• Production of high-quality creative, scholarly, or professional work.
• Teaching, research, or professional grant activity.
• The individual who wishes to be promoted to this rank must show evidence of significant contributions to the teaching mission of the school. Teaching contributions will be considered as major factors supporting promotion to this level. Evidence of such contributions may include, but is not limited to, teaching evaluation scores, awards, or other special recognition. An assistant professor of practice is eligible for promotion to the rank of associate professor of practice when the candidate can demonstrate that she or he meets the criteria for the rank of associate professor. A dossier for promotion usually is submitted during a candidate’s sixth year in rank as an assistant professor of practice. However, exceptions can be made based on professional accomplishments.

The promotion process begins with the candidate preparing a dossier that follows as closely as possible the format for a dossier for promotion and tenure. The dossier is submitted first to the school committee. The committee will comprise three tenured or professor of practice faculty members at the rank of associate professor or professor. Two members of the committee will be elected by secret ballot by the faculty, and the third will be appointed by the school director. The committee may be interdisciplinary, depending on the nature of the work by the candidate.

The committee will review the promotion dossier and will deliver a recommendation to the school director. The head then will review the dossier and make a recommendation to the Dean of the College of Social and Behavioral Sciences (or the Dean’s designee), who will make a final determination about promotion.

**Promotion to the Rank of Professor of Practice**

Promotion to the rank of professor of practice signifies that the individual is recognized as a national or international figure in her or his field. The individual also must show evidence that she or he has made major contributions to the educational
mission, professional reputation, and/or leadership of the school. Evidence of such contributions may include, but is not limited to, any of the following:

- Assumption of a leadership role related to the school’s instructional mission.
- Creation of innovative approaches to teaching or professional practice. This may include creation of new courses or methodologies, or the revision of existing course content and materials.
- Leadership in curriculum development.
- Leadership in mentoring junior faculty and adjunct faculty.
- Leadership in special academic programs such as the Honors program, international study programs, or other interdisciplinary programs.
- Leadership in major regional or national journalism organizations.
- Presentations at regional, national, or international professional meetings, workshops, or conferences.
- Organization of significant events or programs related to teaching or the profession, such as a regional or national conference.
- Production of high-quality creative, scholarly, or professional work.
- Teaching, research, or professional grant activity.

The individual who wishes to be promoted to this rank must show evidence of teaching contributions that are of the highest quality. Evidence of such contributions may include, but is not limited to, teaching evaluation scores, awards, or other special recognition.

An associate professor of practice is eligible for promotion to the rank of professor of practice when the candidate can demonstrate that she or he meets the criteria for the rank of professor. A dossier for promotion usually is submitted during a candidate’s sixth year in rank as an associate professor of practice. However, exceptions can be made based on professional accomplishments.

The promotion process begins with the candidate preparing a dossier that follows as closely as possible the format for a dossier for promotion and tenure. The dossier is submitted first to the school committee. The committee will comprise three tenured or professor of practice faculty members at the rank of professor. Two members of the committee will be elected by secret ballot by the faculty, and the third will be appointed by the school director. The committee may be interdisciplinary, depending on the nature of the work by the candidate.

The committee will review the promotion dossier and will deliver a recommendation to the school director. The head then will review the dossier and make a recommendation to the Dean of the College of Social and Behavioral Sciences (or the Dean’s designee), who will make a final determination about promotion.
Information for newly hired permanent and adjunct faculty

Welcome to the School of Journalism. We are very pleased that you have decided to join us! As you begin your teaching position in the school, there are a few things that you should know. If you have any questions, please feel free to contact the office staff at any time for clarification.

Newly hired faculty
There are two things that will make your life much easier if you can get them taken care of as soon as possible after your start date:
- Obtain CatCard
- Have keys issued to you
You will need to have a university CatCard in your possession before you will be able to get your keys. Below is more detailed information on obtaining the UA CatCard and keys. More detail is provided below on how these things can be accomplished easily.

CatCard - You will find that you will need a CatCard to do almost anything on campus because it serves as your university identification. Also, you will need the card to swipe for access to the entrance of the building and elevators during non-business hours and for some of the classrooms in the school. To get your card, you will need to go to the CatCard office, which is located in the northwest area, ground level of the Student Union. You will not be able to get your CatCard until you are an active employee and are in the University’s payroll system. Please make sure you check with me about your status in the system BEFORE you go to the CatCard office to save a trip. After the office staff or Marshall Business Center has verified you are in the system, you can obtain your CatCard.

Keys- Upon starting your position with the school, you will be issued a set of keys for the school mailroom, the copy room, the office you will occupy and a key to the room(s) in which you will be teaching. These keys must be picked up by you, personally, at the UA Key Desk. When you go to get your keys, please take the following with you:

- Your CatCard,
- Key Authorization Form (which of office staff will provide),
- Room Privilege Card (which the office staff will provide).

When you come to pick up the key form and room privilege card listed above, you will need your CatCard, so the number can be listed on the forms. Also, the office staff will instruct you how to find the Key Desk if you do not already know where it is located.

Business, Accounting and Reimbursement information- Please see memoranda regarding these issues. If you have any questions that are not covered in the memos, please do not hesitate to contact the office staff.
Returning faculty
Please let the office staff know if you have had any change of status since the previous semester, such as a change of home address, phone private e-mail address, etc. They will ensure that the proper university offices are notified so your most current information is on record.

Administrative Paperwork
Those of you who haven’t signed and returned your Notice of Reappointment or haven’t reviewed your Personnel Action Form, please do so as soon as possible. If you have any questions, please contact the Marshall Business Center.

Expense monitoring
Because the school operates on such a tight budget, all expenses are monitored very closely. If you are in a situation that requires you to use a vendor, such as Office Max, etc., consider having one of the staff place the order for you. If you prefer to do it yourself, please contact the Marshall Business Center to verify:

- which vendors are contracted with the UA,
- what account number you should use for the charges,
- what to do with the receipt the vendor gives you.

Please note that the school has a high-speed copier. There should be no need to use copy businesses for routine copy work. Also, it may be beneficial to consider taking advantage of the main library’s electronic reserve process for class reading assignments. This would save the school the expense of making multiple copies of a class-handout that could be placed on electronic reserve instead. Electronic reserve also provides students greater flexibility in accessing assigned readings.

If you have any other expense-related (i.e., reimbursement, approved UA expenditures, etc.) or human resource-related questions (i.e., payroll, change of status, etc.), please feel free to contact the Marshall Business Center.
Faculty Committees and Staff Responsibilities
List of Faculty Committees, Their Responsibilities and Their Membership
Fall 2017

The following are the committees we currently have in the school, listed in alphabetical order, and the general responsibilities of each. Please bear in mind that the major work done by these committees is brought to the faculty for review, comment and approval. Committee members and liaisons also are listed.

Assessment Committee – Responsible for implementing the assessment plan, including coordinating the gathering of data and making recommendations for curriculum change. Produce an annual report for faculty review at the fall retreat.
Chair: Nancy Sharkey
Members: Susan Knight, Jeannine Relly, Renee Schafer Horton, Mike McKisson, Paloma Boykin

Diversity and Inclusion Committee – Responsible for making recommendations to diversity plan updates, coordinating the annual diversity report, and leading diversity activities for the school.
Chair: Maggy Zanger
Members: Linda Lumsden, Jeannine Relly, Susan Swanberg

Faculty Affairs Committee – Responsible for recommending updates to school policies regarding annual performance review, promotion and tenure, and other faculty issues. Also oversee the annual review process and advise the director on individual reviews that require remediation or other action, as per UHAP.
Chair: Celeste González de Bustamante
Members: Terry Wimmer, Carol Schwalbe, Jeannine Relly

Faculty Undergraduate Curriculum Committee – Responsible for ongoing review of undergraduate courses, sequences, and content. This committee has primary responsibility for the school’s ongoing undergraduate curriculum review – including the infusion of additional multiplatform components into each class.
Chair: Nancy Sharkey (director of undergraduate studies)
Members: Susan Knight, Kim Newton, Carol Schwalbe, Terry Wimmer, Mike McKisson, Rogelio Garcia

Global Journalism Committee – Responsible for developing the international journalism emphasis in the school, particularly in supporting the Center for Border and Global Journalism. The committee also would attend to any border or travel issues, such as border safety, conferring with relevant faculty as needed.
Chair: Bill Schmidt
Members: Celeste González de Bustamante, Kim Newton, Jeannine Relly, Mort Rosenblum, Carol Schwalbe, Maggy Zanger, Geoff Ellwand
Graduate Committee – Responsible for ongoing review of graduate courses, sequences, and content. This committee also reviews applications from prospective students, and recommends other policies relating to the graduate program.

*Chair:* Carol Schwalbe (Director of Graduate Studies)

*Members:* Celeste González de Bustamante, Terry Wimmer, Maggy Zanger, Jeannine Relly, Susan Swanberg, Linda Lumsden. Graduate coordinator is an ex officio member.

Grants Committee – Responsible for identifying potential grants compatible with the school and alerting relevant faculty/staff.

*Chair:* Jeannine Relly

*Members:* Susan Swanberg, Mike Chesnick, Debbie Cross

Online Task Force – Responsible for researching and developing online degree proposals, presenting them to faculty, and shepherding them through the system.

*Chair:* Jeannine Relly

*Members:* Mike McKisson, Linda Lumsden, Celeste González de Bustamante, Carol Schwalbe (Grad Committee), Nancy Sharkey (FUCC)

Re-accreditation Self-Study Task Force – Responsible for directing the self-study for re-accreditation and the academic program review.

*Chair:* David Cuillier

*Members:* Nancy Sharkey, Carol Schwalbe, Jeannine Relly, Mike McKisson, Celina Centeno, Mike Chesnick, Debbie Cross, Susan Swanberg, Frank Sotomayor, Bobbie Jo Buel.

Student Affairs/Awards Committee – Responsible for issues, policies and events involving students, such as annual scholarships and student awards.

*Chair:* Mike McKisson

*Members:* Terry Wimmer, Susan Knight

Technology Committee – Responsible for a continual review and planning process for instructional technology. The committee will consult with all faculty, technology instruction personnel, and the school director regarding current and long-term needs for computer laboratories, seminar rooms, and the school’s server facility.

*Chair:* Nancy Sharkey

*Members:* Mike McKisson, Kim Newton, Rogelio Garcia

Coordinators

- **Director of Undergraduate Studies**
  - Nancy Sharkey

- **Director of Graduate Studies**
  - Carol Schwalbe

- **Diversity Coordinator**
  - Maggy Zanger

- **Science/Environmental Journalism Coordinator**
  - Carol Schwalbe

- **Global Journalism Co-Directors**
  - Bill Schmidt & Mort Rosenblum
Club Advising Coordinator
Society of Professional Journalists adviser          Susan Knight
Native American Journalists Association adviser  Jacelle Ramon-Sauberan
National Association of Hispanic Journalists     Celeste Bustamante
National Association of Black Journalists adviser Chyrl Lander
Asian American Journalists Association adviser  Celeste Bustamante
National Press Photographers Association adviser Kim Newton
Online News Association                         Mike McKisson
Sports Journalism Club                          Mike Chesnick
Journalism and Women’s Symposium                 Sarah Gassen
First Generation Club                           Susan Swanberg

Community/Alum Outreach Coordinator             Mike Chesnick
High School Outreach Coordinator              Mike Chesnick
Finley Competition Coordinator                 Susan Knight
Academic Integrity Coordinator                 David Cuillier
Honors Coordinator                              Nancy Sharkey
Study Abroad Coordinator                        Nancy Sharkey
Course Scheduling Coordinator                   Debbie Cross
Disabilities Coordinator (DRC liaison)         Susan Knight
Institutional Research Board Representative    David Cuillier
Kappa Tau Alpha Adviser                         Jeannine Relly
Liaison to MENAS and Center for CMES            Maggy Zanger
Liaison to Center for Latin American Studies    Celeste González de Bustamante
Faculty Handbook Coordinator                   Michael Chesnick
Articulation Coordinators                      Nancy & Susan Knight
Contest Coordinator                            Renee Schafer Horton
Loft Film Series Coordinators                  Bill Schmidt, Nancy Sharkey
Journalism Staff Responsibilities

Andres Dominguez, Administrative Assistant
Preferred way to be contacted: Phone or Email
Office: Marshall Room 334
Phone: 621-7556

Assignment boxes
Sets up assignments boxes and can change the location of your box, if needed. Also must be notified of assignment deadlines so they can check the boxes on time.

CatCard Access and keys
Handles problems with building access or faculty and students, and processes paperwork for key assignments.

Copies/ Scanning Requests
In general, instructors should do their own scanning and photocopying. In rare circumstances, large copying jobs require three days’ notice for copies and five days’ notice for scanning requests.

Listservs
Maintains both the undergraduate and graduate listservs. Send the administrative assistant any messages you need publicized on the listservs.

Office supplies
Replenishes office supplies. Be sure to let the administrative assistant know if we are getting low on anything.

Maintenance Requests
Will notify Facilities Management of issues such as rooms that are too hot or cold, recycling that needs picked up, etc. Will answer quick questions about lab computer problems (e.g., projector doesn't work, forgot password), but if it requires more, the individual must submit a TicketDog for SBS Tech to handle it.

Room Scheduling
Schedules meetings or special events in our classrooms. Check with availability.
Renee Schafer Horton, Internship Coordinator
Office: Marshall Room 323C
Phone: 626-9219
Email: rshorton@email.arizona.edu

Internships
All questions regarding internships.

David Cuillier, Director
Office: Marshall Room 334B
Phone: 626-9694
Email: cuillier@email.arizona.edu

Authorizes financial expenditures and travel authorizations
Requires one week's notice for reference and support letters
Final authority on course scheduling, staff hiring and school administrative decisions

Nancy Sharkey, Associate Director
Office: Marshall Room 332
Phone: 621-6385
Email: nsharkey@email.arizona.edu

Coordinates study abroad and outreach courses
Coordinates course scheduling
Assessment coordination
Assist technology committee in purchases and decisions

Mike Chesnick – Program Coordinator for Outreach
Manages communication and outreach efforts to the public, alumni and donors on behalf of the school.
Office: Marshall Room 334
Phone: 626-3079
Email: mchesnick1@email.arizona.edu

Alumni News
Notify him of any news on alumni, from changing jobs to winning awards, etc.

Events
Coordinates events that involve alumni, faculty and/or guest speakers, such as Homecoming, the Zenger Award, etc.

Faculty/Student Activities
Compiles “Kudos” each week, which include such things as paper presentations at conferences, awards, guest speaking engagements, etc. Similarly, if you know of
achievements/awards from our students, please send them. This information is eventually compiled for the agency that oversees our accreditation.

**Fund raising**
Staff liaison with our Journalism Advisory Council, a volunteer group of about 20 alumni and friends who help with fund raising. Please share any thoughts on fund raising with him.

**Guest Speakers**
Coordinates a running list of guest speakers in class. Let him know when you have speakers. This is used by our accrediting agency.

**Media relations**
Coordinates media requests, such as when a media outlet needs an expert on First Amendment, journalism history, etc.

**News releases**
Publicizes events or news in the School.

**Web site**
Maintains all content on the website.

**Debbie Cross – Program Coordinator**
Manages course scheduling, master's program administrative duties, and the Center for Border and Global Journalism.
Office: Marshall Room 334
Phone: 626-3079
Email: debbiecross@email.arizona.edu

**Paloma Boykin – Academic Adviser**
Advises all undergraduate students. Reports to the SBS advising team.
Marshall Room 325
Phone: 621-5712
Email: boykin1@email.arizona.edu

**Marshall Business Center**
Consult with the administrative assistant for which of the three business center people to talk to, depending on the issue

**SBS Tech**
Preferred way to be contacted: TicketDog: https://eagle.sbs.arizona.edu/ticket/
University Research Policies
Overview of university research policies

The university has numerous policies governing research. Links to many of them are available through the Web site of the vice president for research, www.vpr.arizona.edu. Other policies can be found in the Arizona Board of Regents Policy Manual, http://www.azregents.edu/policymanual/default.aspx, and in Chapter 2 of the University Handbook for Appointed Personnel, http://uhap.web.arizona.edu/.

Three relevant policies are in the appendix. They are:

- Management of Personal Conflicts of Interest Policy
- Individual Conflict of Interest and Commitment Policies
- Excerpts from the Investigator Manual for faculty engaged in human subjects research.

Faculty with questions about human-subject research can consult the school director, or the faculty member serving as the school’s Institutional Review Board representative.
General Policies
Break room and food policies and recommendations

There continue to be occasional thefts of food and beverages from the break room. The staff and director have done everything possible to discourage this. There have been suggestions that security cameras be installed, but there are no funds for such a project.

There also have been complaints that items donated to the break room by staff and faculty are not in good condition (for instance, it has been pointed out that the flatware has become somewhat rusty). The school does not have funds to replace these items.

Policies

Because everything possible has been done regarding the theft issue, new policies are being implemented while other policies and recommendations are being continued.

- Please do not file any further verbal complaints with the staff about the break room problems. Instead, send complaints and suggestions via e-mail only to the school director.

- Please plan to bring in your own dishes and flatware if you do not think that donated items are in acceptable condition.

- Please be sure to wash items and clean up the area you have used.

- Please be sure to close and lock the door when you leave if no one else is in the room.

Recommendations

- It is strongly recommended that faculty and staff members bring to the office only the food that they are going to consume in a single day.

- Those who wish to bring greater quantities of food or beverages should consider buying a small refrigerator for their offices, and store food and drinks there.

- Please put your name on all food and beverages that you will store in the break room for any period of time, even if it is only a couple of hours.

- If you store food in the break-room refrigerator, please remember that all unused food is discarded by the staff at the end of each week.
Guidance about communication among faculty

Below is an April 2010 email from then-Director Jacqueline Sharkey to faculty in response to some isolated non-collegial exchanges between faculty members. The advice remains good for any group, any time. Also, see the related material on the following pages and the school guidelines on email communications to minimize unnecessary conflict and material harm to students, faculty, and staff.

Dear Colleagues,

As the School of Journalism continues to evolve, we will see different ways to achieve our individual and collective goals, and to help others achieve theirs. Disagreement about the best ways to proceed – as individuals and as a faculty – inevitably will emerge. The following suggestions are offered as a way to help all of us continue to feel free to express our ideas and opinions, while also considering the best way to ensure that our views are heard in the ways in which we intend them to be, so our ideas can be given full consideration by others.

1. If a faculty member believes that a colleague should reconsider a specific decision or course of action, it might be most effective to discuss your ideas or concerns one-on-one with that person. If a faculty member believes that a decision or course of action by another person could have serious consequences for that individual or for the school, then the faculty member should discuss the situation with the school director.

2. If a faculty member has a concern about the culture, standards or direction of the school, then the faculty member should consider having a conversation with the school director. In that way, the most effective means for opening a more broad-based discussion can be explored. Sometimes that might be via an e-mail to colleagues; other times, it might be through adding an item to the agenda of a faculty committee meeting or a general faculty meeting; in still other instances it might involve a discussion among the faculty members most directly involved with a specific issue. The most effective option will depend on the circumstances, and I’m always happy to explore those with any faculty member.

3. As we consider how to respond to a decision, course of action or issue that concerns us, it would be helpful to keep in mind that we may not be aware of all the relevant circumstances. Something that initially might appear problematic could seem very different if all the circumstances were known. It’s possible that many of us have at one time or another reached a conclusion about something, only to discover more information later that changed our view.

4. As we consider how to express an idea or opinion in a way that will ensure that others understand both the content and intention of what we’re expressing, it can be helpful to try to put ourselves in the place of the people who will be receiving our message. How would we feel if we received a message phrased in this way? What would our intellectual
reaction be? What would our emotional reaction be? What types of responses would these reactions elicit? Are these responses the ones that we hoped our message would produce?

Speaking for myself, I can say that this role-reversal exercise has often led me to rephrase a message or to find another way to communicate it, because I have realized that although I intended the message to have one effect, the tone or phrasing could have a different, unintended effect on the people who will be receiving it. I have found this to be true especially when I have felt strongly about the need to raise questions about an issue or course of action that I believed was moving a situation in the wrong direction.

There is no question that as we try to deal – individually and together – with the issues facing us as a growing and emerging school, we will have concerns and beliefs that we think are central to our individual and collective mission and success. It is very important that these ideas be expressed. Please keep in mind that all of us have different communication styles, and that it’s easy for misunderstandings to arise, or for our words to create more heat than light sometimes, despite our best intentions.

It’s important that as we move forward, all of us think about the best ways to communicate our thoughts and concerns. This will help ensure that our ideas not only are well expressed, but also are well received, and therefore can be given the most careful consideration.

If anyone would like to discuss any of this further, please let me know.

Sincerely,
Jacqueline
Faculty and staff communication – memo #1

February 5, 2009

Dear Colleagues,

During the past six months, the workload of the staff has increased enormously. April has had to take over many of Paul Johnson's duties, including his job as graduate coordinator. This, in turn, has meant that Heidi has had to take on more front-office tasks. Phil's workload has gone up because of new, time-consuming tasks associated with the program fee, the unending budget issues, and with training on several new computer programs instituted by the university. Kate has taken on a major new role in coordinating an expanded fundraising effort. Karen is now doing the work of two people - Paul and Michael Tearne - as the school's sole undergraduate academic adviser. Everyone has new duties as the graduate program continues to expand. The school director will soon be distributing a list of each staff member’s areas of responsibility, so the faculty will know which staff person to ask when a question arises.

For these reasons, I would like to make a formal request of all faculty members to assist the staff by following these guidelines:

● Please read all e-mails sent out by the staff.

I've noticed that a huge number of questions that people ask April and Heidi already have been answered in e-mails they have sent to faculty members. I realize that answering any one person's question takes only a minute or two. But when you multiply this by 20 faculty, all of a sudden 20 to 40 minutes have been consumed answering something that already has been addressed in an e-mail.

● Please check all information about your classroom and class times when it is sent out initially.

A number of faculty were unhappy with the classroom or class times assigned for their courses, and expressed their unhappiness and asked for changes the first week of class. However, all this information had been sent out repeatedly by the staff in the weeks and months preceding the start of the semester. Please check all information about your class when it is first sent out, and if you have a problem, let April know immediately.

● Please do not make unilateral decisions about changing your classroom to another room after the semester has begun.

Changing to a classroom you like better may seem like a simple thing, especially if another class doesn't seem to be using the room you want. But in fact the room may have been reserved for meetings at different times during the semester, or may be needed by a class that starts halfway through yours. Please ask for classroom changes at the time the
schedule first comes out, and please be understanding if not every request can be accommodated. The staff do their utmost to satisfy every faculty member's wishes to the fullest extent they can. Sometimes, however, there are conflicting needs and demands, and not all of them can be resolved in ways that make everyone happy, although that is always the objective that the staff is striving to fulfill.

- Please become familiar with the technology in the rooms in which you teach, including ways to do quick troubleshooting if a piece of equipment doesn't work initially.

Because we no longer have in-house tech support, April and John deDios have once again become the go-to folks when there is a technical problem in a lab or seminar room. This takes huge amounts of their time. Although it may only take five minutes to resolve the problem you ask about, when you multiply that situation by 20 faculty, you suddenly have a huge time sink.

Please familiarize yourself with the technology in the classrooms you are using, preferably before classes begin. Tell April about any problems you encounter. She is keeping notes so she can prepare a troubleshooting list for common problems that occur in the labs and seminar rooms. If people think it would be helpful, we can schedule a technology troubleshooting meeting so April and John can review quick-fix procedures.

This is not a request that you stop asking for April and John for help if you need it, and if our SBS Tech representative, Kellen Renshaw, is not on the floor. But it is a request that you learn what quick things to try first to remedy a problem, before using April and John for tech support.

- Please don't fuss at the staff if things are not exactly the way you hoped they would be, or would like them to be.

We have the most wonderful, dedicated staff on campus. It's no coincidence that they won a major award three years ago as the best staff in the college; they earned it through their work day after day. Now the staff has picked up a large number of additional tasks without complaint, and they are doing their utmost to help all of us – and our students – deal with the incredible problems caused by the budget crisis.

I realize many of you fuss about things that aren't quite right in the school, the college or the university because we try to have a collegial atmosphere, and we gripe about things routinely, as we would with our families. But the volume of everyday complaints and frustrations has reached a level that is sometimes demoralizing. Please realize that each staff member is doing the best that she or he can, and that there are many matters over which the staff member has no control.
If there is something bothering you, please let me know. It's my job as director to try to remedy such things, and I can let you know what's possible, and – if changes can be made – how quickly they can be completed.

Thank you, in advance, for your help with these issues.

Sincerely,
Jacqueline
Faculty and Staff Communication – memo #2

Aug. 20, 2009

Dear Colleagues,

Several months ago, I wrote a memorandum concerning ways in which all of us could help save staff time, in light of the additional duties that they have had to assume during the past year. That memo got a very good response, and had many positive results. In the ensuing months, I have received more suggestions from faculty and staff about ways to save time for everyone and minimize work interruptions. The first suggestion was to compile a list of the areas of responsibility of each faculty and staff member, which will enable everyone to know to whom they should go with specific questions, needs or issues. These lists will be sent to everyone next week, and will become included in the Faculty Manual. The updated version of the manual – which has a search function – also will be distributed electronically next week.

I would like to make a formal request that the other new suggestions, listed below, be honored by everyone. They are not meant to end the collegial environment that all of us value, but to try to maintain and strengthen that environment by respecting one another’s time and space.

Suggestions for the staff

- Please don’t knock on doors when they’re closed, except in an emergency.

When office doors are closed, it means that faculty members may be engaged in research, teaching preparation, or private conversations. They should not be interrupted unless something has happened that they need to know about immediately. Otherwise, staff should send an e-mail to the faculty member regarding the question or issue to be addressed. Please don’t leave a message by phone, because a ringing phone is itself an interruption.

- Please don’t stop faculty in the hallway.

When people are walking in the hallway, they usually are on their way to a specific destination. Stopping them is distracting and can make them late for meetings or appointments. People in the hallways should not be stopped unless there is a very urgent matter that they need to know about immediately.

- Please don’t interrupt conversations among faculty or faculty and staff in hallways or offices, unless it is very urgent.
Interrupting faculty or faculty and staff conversations also can be distracting, and can cause people to lose their train of thought. People conversing in the hallways or in offices should not be interrupted unless the matter is very urgent. The best way for staff to initiate communication with the faculty is by e-mail, and this is what should be done except in cases where a matter is very urgent.

- **When questions or issues arise, please contact the faculty member who is responsible for those questions or issues.**

Many areas of faculty responsibility have been reassigned this year. As stated above, the director will be providing all staff members with a memo that provides updated information about which faculty members have which specific areas of responsibility. The director also will provide an updated list of the members and chairs of faculty committees. It would be helpful and would save considerable time if e-mails from staff were directed to the appropriate faculty member.

**Suggestions for the faculty**

- **Please send staffs e-mails about your questions and needs instead of dropping by staff offices, unless the matter involves a very urgent, class-related need.**

Sending staff members an e-mail about questions or needs enables them to organize their time more efficiently. Given the numerous additional demands that have been placed on them – and the fact that this fall April and Phil must be extensively trained to use new payroll and accounting systems – using e-mail rather than personal communication has become increasingly important. Using e-mail also gives staff members time to do whatever research they need to do to address relevant issues.

If you have a question or problem involving a class that is in session or about to be in session, of course the appropriate staff member should be contacted in person.

- **When questions or issues arise, please contact the staff member who is responsible for dealing with those questions or issues.**

Sometimes it seems easier to contact April or Heidi with all questions, because they seem to know so much about so many areas. Phil often gets contacted about policy issues involving money that really should be sent to the school director. As stated above, everyone will soon be getting a memo from the director that will outline areas of responsibility for each staff member. In the interests of time, please direct e-mails with questions or issues to the staff member who is in charge of the relevant area.

- **Before asking the staff questions about routine matters, please check the Faculty Manual to see whether the answers are there.**
The Faculty Manual has been compiled over several years, and is updated every summer. It has sections on subjects ranging from grading policies to syllabus preparation. The manual has been sent to you electronically in the past, and the latest version will be sent next week. Please remember that the manual has a search function. You can put in a keyword and it will automatically show you the appropriate section. Checking the manual before e-mailing the staff will save everyone enormous amounts of time.

- **Please order your own desk or examination copies of books.**

  Until now, the staff has handled this task. However, there now are so many faculty that this work has become extremely time-consuming. It is once again a case in which ordering books for one faculty member might take only a few minutes, but ordering books for 20 faculty members takes a great deal of time. For this reason, the director is asking each faculty member to order these books personally.

- **Please do not ask staff members to find other staff or faculty members for you.**

  These types of requests are time-consuming, and distract the staff from the work they are doing for the school. Please keep in mind that the request of any faculty member might take only a few minutes, but if 20 faculty made such requests, staff members would have time to do nothing else except look for one another. The staff will be happy to transfer a call for a staff or faculty member to that person’s office phone, but truly do not have time to search personally for faculty or staff colleagues.

- **Please do not ask the staff to provide assistance with personal matters.**

  Each staff member has a full-time job focused on professional duties involving the School of Journalism. These duties do not include running personal errands for faculty members or providing help with personal matters such as car repairs or doctor’s appointments. Another factor is that the staff simply does not have time to provide such assistance. If faculty members need help with personal matters, they should make arrangements with relatives or friends in advance, or should call relatives or friends if a personal matter arises unexpectedly. If there is a true emergency – a death or serious accident, for example – then of course everyone will help.
UA SCHOOL OF JOURNALISM E-MAIL GUIDELINES

This memorandum will provide guidance regarding the ways in which the School of Journalism faculty and staff communicate their ideas and opinions via e-mail. The memo underscores the university’s highly valued principles of respect, dignity, and fairness.

The preamble of the Code of Conduct in the Arizona Board of Regents Policy Manual, which applies to all university employees, states in part: “The educational process is ideally conducted in an environment that encourages reasoned discourse, intellectual honesty, openness to constructive change and respect for the rights of all individuals. This Code of Conduct is designed for the promotion and protection of such an environment at each state university.” In light of these factors, the School subscribes to these principles in e-mail communication:

- E-mail is an effective tool of communicating factual information and praise, but can be misinterpreted when conveying critical opinions or sarcasm because readers do not receive facial expressions or voice inflection.
- Personal criticism or concerns about a faculty or staff member, or how they are carrying out their professional responsibilities, should not be expressed via e-mail.
- If a faculty or staff member has ideas or opinions about another faculty member’s performance, personal situation, or choices regarding how to perform research, teaching, service or other duties, that faculty or staff member should share them in a face-to-face discussion with the person about whom they are concerned or in a meeting with the director.
- Replying to everyone in an e-mail can be inferred as an attempt to publicly shame an individual or embroil others in a debate. Be cautious to avoid giving this impression by instead replying directly to the sender or talking in person.
- Avoid writing words in capitals, bold or underline that might be viewed as “shouting” via e-mail. Also, avoid “quotes” to prevent readers from interpreting sarcasm or innuendo.
- Avoid writing e-mails when angry. If writing an e-mail in anger, hit delete, put off a response for a day, and then discuss the issue in person.
- Provide cues to the reader to convey a collegial tone, such as “thank you,” complimentary language, or even emoticons.

Contributing to an environment where the rights of others are respected, and where everyone feels free to express ideas and information in ways that will help the School accomplish its mission, is an inherent part of School citizenship, which is an element of faculty and staff members’ duties. It is important that the School have a climate in which information is exchanged in a way that – in the words of the UHAP Statement of Professional Conduct – recognizes the responsibility “to respect the dignity of others.” Only when such an environment has been established can every faculty and staff member believe that they can contribute their thoughts, ideas and concerns without fear of humiliation or reprisals.

8/19/2011
Staff Privacy Issues

Please do not go through items on staff members’ desks if they are not in their offices to assist you. Please do not look for items in staff members’ desks or filing cabinets if they are not there.

Doing these things may be regarded as a way to save everyone time, but these practices are an invasion of the staff’s privacy. In addition, going through items on desktops can shift documents that staff members have put in a specific place because they are relevant to a specific project. This, in turn, costs staff members’ time because they have to reassemble these documents.
Photocopying policies

Copying Personal Papers or Records
School copiers are to be used only for copying that is directly related to the school's teaching, research or service missions. These copiers cannot be used for personal copying. Please do not use them to reproduce any personal papers or records, such as personal financial, legal or medical documents.

Photocopying for class
The school provides students with free photocopies of all syllabi, final exams or instructions for final projects, and short assignments of one or two pages. However, if you have a class reading or handout that is longer than two pages, please don’t photocopy it here. The reason is that the school is offering dozens of classes each semester, and because we have no operating budget, the school literally cannot afford to provide students in our classes with free copies of lengthy handouts. In addition, if the copies are from someone else’s book or article, there may be copyright issues. If you have a handout or assignment that is more than one page please do one of the following:

- You also can leave such material on electronic reserve at the library. This method is most convenient for both the instructor and the students.

- If that isn’t practical, leave the handout at a copy center, and ask the students to pick it up there and pay for it. There are several copy centers on campus, including the one in the Student Union. All these copy centers also will do copyright checking for excerpts from books or articles. They need a few days’ lead time to get this done, however.

- Put your documents on your class website and ask students to download them.

In general, instructors are expected to do their own photocopying and scanning.
Financial Policies
Approval for activities requiring a commitment from the school

All proposals regarding any new initiative that includes any commitment from the School of Journalism must be approved in advance by both the school director and the senior business manager. This includes proposals for grants, workshops, conferences or leaves of absence. No paperwork for such initiatives should be sent forward within the university or to any outside agency or group without these approvals. The director requires at least one week’s notice to prepare letters of support for grants, references, award nominations, etc.

This is the only way the school can track commitments of resources, including faculty time, staff time, and school technology and space. The school will be under no obligation to honor commitments made in proposals that have not been approved by the director and senior business manager before they have been sent forward.
School accounting and reimbursement information

Employee reimbursements
These reimbursements must adhere to the following guidelines:

a. The purchase must have been made for the benefit of the school and the university, and must have been reasonable and prudent. Also, the expenditure must comply with all rules regarding which expenditures are allowable. If you are in doubt, please ask the Marshall Business Center for clarification and guidance.

b. Before the employee expends his or her funds for a school purchase, he or she should evaluate whether an alternate University procurement method, e.g., purchasing card, prepaid purchase order or other method can be used. A reimbursement via check request to an employee is not as cost effective as a direct payment to the vendor. If an item (book, conference registration or other purchase) can be made through a university credit card, called a PCard or purchasing card, the school can pay for it and the employee will not have to wait for reimbursement.

The following items are among those allowable on the purchasing card:

1. Conference registration
2. Dues
3. Books
4. Subscriptions
5. Airfare

If you have other items that need to be purchased, please check with the Marshall Business Center to ascertain whether they can be purchased with a PCard.

c. Signatures- The school director can sign check requests for all faculty and staff except for the director’s own reimbursements. An individual cannot sign for his or her own reimbursement.

Receipt of cash or checks
The following policy is now in effect for receiving cash or checks in the school:

d. A log book is at the front reception desk. All incoming cash and checks will be logged into the book. If you receive a check in the mail for deposit for the benefit of the school, please give to the office staff for processing. The staff will “log” the check into the book and give to the Marshall Business Center for deposit.

e. A numbered receipt will be issued to individuals with cash.
Employing graduate or undergraduate students

Under no circumstances should anyone offer any type of research assistantship, teaching assistantship, other graduate student position or undergraduate student position without first getting clearance from the Marshall Business Center.

Any faculty member or staff member can put out a posting for potential candidates for a position and invite them to apply, and faculty and staff are encouraged to do so. However, someone in the business center must look at the status of the candidate before that person can be hired. That is, the Marshall Business Center must check to see whether the candidate is a U.S. or international student; whether he or she is working for another unit, and if so, for how many hours (there are limits on the number of hours a student can work at the university); whether a graduate student has an assistantship in another unit, etc. There are many restrictions on graduate and undergraduate student employment which even students are not aware of, and the business center must ensure that a candidate would be in compliance with all regulations before that person can be hired.
Security Policies
Security in the Marshall Building

The faculty is particularly concerned about security because of night classes and expensive instructional technology. Students often work at night and during weekends on the floor and we cannot allow them to be put in danger. Please observe the following without fail.

First floor lobby doors
Doors are locked after 5 p.m. and during weekends. Your Cat Card must be used to open the doors. The elevator is supposed to shut down at 7 p.m. Again, operate it by swiping your Cat Card.

The journalism office staff will code the building security system to admit students taking night classes. Note that they will have access to the building only on the nights that the class meets. Only those students will be permitted after hours. Instructors need to give CatCard information to the office staff (see sample on next page).

Do NOT admit anyone to the building whom you do not know, even if the person is standing right next to you.

Journalism classroom doors
Students are not allowed in classrooms without a faculty member present. To do homework, they are welcome to use the open computer lab in Room 312.

All classrooms must be closed and locked when not in use. If you should see one open when it shouldn’t be, please close it. No door should be propped open anywhere on the floor.

Hallway doors must be closed and locked at the end of the day or end of your night class. Please help us remain secure by closing them fully if you are the last person out.

Fire code requirements
We are not allowed to have our narrow hallways even partially blocked. Please do not allow students to mill around outside a classroom waiting for their class to start. Especially, they shouldn’t sit on the floor. Instead, they can sit in the student reading area, Room 312. The room is accessible after hours by swiping your Cat Card.
University Workplace Violence Policy

Policy Number: 401.1
Effective Date: 2003-01-00T00:00:00
Revised Date: 2010-09-10

1. Purpose and Coverage of this Policy

The University of Arizona is committed to providing a safe and secure workplace for all employees, students and visitors. This policy confirms the University’s commitment to prevent, reduce and manage violence to provide a safe environment in which to work and learn. It applies to students, employees, vendors and visitors at all University-owned, controlled or leased premises, including satellite locations, at any location at which University business is conducted, or at which employees, students, vendors or visitors represent the University, including while attending off-campus meetings, conferences, or while riding in University-owned or leased vehicles.

2. Definitions

1. "Employee" means part-time, full-time, temporary or permanent, student and graduate student employees, and other individuals acting as agents of the University, such as University affiliates and associates.
2. "Intimidating" means an intentional act that would cause a reasonable person to fear that s/he is in danger of injury or harm.
3. "Damaging property" means intentionally damaging or defacing or destroying property owned, controlled or leased by the University or its students, employees, vendors or visitors.
4. "Stalking" means an intentional or knowing course of conduct directed toward another person if that conduct either would cause a reasonable person to fear for the person’s safety and that person in fact fears for his or her safety; or would cause a reasonable person to fear death and that person in fact fears death.
5. "Threatening" means expressing intent to cause harm.
6. "Workplace" includes all University-owned, controlled or leased premises, including satellite locations, at any location at which University business is conducted, or at which employees, students or visitors represent the University, including while attending off-campus meetings, conferences, or while riding in University-owned or leased vehicles.
7. "Violence" includes, but is not limited to: intentionally threatening; intimidating; physically injuring; stalking; damaging property; or referencing or using a weapon or firearm, unless the individual doing so is a certified law enforcement officer acting within the course and scope of his or her duties.
3. Policy

The University prohibits any form of violence by or against any employee, student, vendor or visitor to the University. Violating this policy will result in disciplinary action up to and including dismissal as unacceptable personal conduct and may also result in criminal prosecution. This policy also prohibits retaliation or harassment against anyone who makes a good faith report of a violation of this policy. The University will, to the extent permitted by law, protect the anonymity and safety of anyone who reports an act of violence, as defined by this policy.

The University prohibits individuals from making intentionally false or misleading reports of violence or threats of violence. Individuals who make such reports will be subject to disciplinary action up to and including dismissal under the University’s disciplinary policies.

4. Reporting Incidents of Workplace Violence

Employees and students will report all incidents of workplace violence to the University of Arizona Police Department by dialing 9-1-1, to his or her immediate manager or supervisor, and to Human Resources. The University will, to the extent possible, handle reports of workplace violence confidentially, except to the extent necessary to communicate to individuals who need to know pertinent information so that they may take appropriate action. The University also may be required to report such incidents to comply with state and federal laws and regulations. The University will be sensitive and responsive to the potential for fear of reprisal by employees or students who report threats or acts of violence.

5. Responding to Reports and Acts of Violence

The University encourages all employees and students to assist in maintaining a safe and secure workplace, while recognizing the need to be alert to the possibility of violence by students, former students, employees, former employees, vendors and visitors. Individuals who receive reports of workplace violence must contact Human Resources for guidance and assistance in addressing such situations. Human Resources will review information it receives and may seek additional information as necessary. It also may convene the Threat Assessment and Management Team, as described below, for assistance in evaluating the potential of further violence, and making recommendations regarding appropriate disciplinary action. If an employee violates this policy, then the responsible supervisor will institute disciplinary action as appropriate after consulting with Human Resources and other University officials, as appropriate. If students violate this policy, then an appropriate Dean of Students will institute appropriate disciplinary action against such student.

Human Resources will make efforts to support individuals affected by workplace violence by identifying appropriate resources for providing support and assistance.
6. Threat Assessment and Management Team

The University has established a multi-disciplinary Threat Assessment and Management (TAM) Team, which will meet as necessary to assist Human Resources or a Dean of Students in determining whether the individual constitutes an ongoing threat to the safety of an individual or to the workplace, and to make recommendations following incidents of workplace violence. The University engages the services of outside consultants, who are available to the TAM Team to assess such risks and assist in making recommendations.
Technology Policies
School of Journalism social media guidelines
September 2011

Social media is an integral part of journalism, essential to students and their education. Therefore, the School recognizes the need to use social media to communicate and foster engagement among the school, students and alumni.

Tools
The School will have two primary social media outlets:
- Facebook page (http://www.facebook.com/uajschool)
- Twitter account (http://twitter.com/uajschool)

Coordination
Posting duties are divided among the school’s Program Coordinator for Outreach, Academic Adviser, and School Director. The Program Coordinator for Outreach monitors and regulates the content and quantity of posts to ensure that students are not deluged with information and are provided posts that foster engagement and communication.

Posting
The social media team strives for producing one-to-three posts per day broken loosely into a morning, lunch and afternoon post. Priority for the morning post will be given to the Program Coordinator for School updates and news. The lunch-time post will be prioritized for the Academic Adviser.

Post Content
Posts should engage followers and provide useful information, including posts that:
- Illustrate what is happening in the School and where students’ money is going, including links to School press releases, new programs or classes, and School accomplishments
- Highlight out-of-the-ordinary student work and accomplishments, with links to student kudos
- Provide important procedural deadlines and information for advising and registration
- Out-of-the-ordinary posts of job listings and internship opportunities
- Alumni news and significant happenings
The posts should be useful to students and alumni, be conversational, feature photos, and have an element of fun. The person who posts an item on the Facebook page includes his or her first name so that the followers know who posted the update and who to follow up with if need be. The person posting an item is responsible for answering any questions that arise on their post in as timely a manner as possible.

Twitter
The Program Coordinator culls information posted on the Facebook page, repurposes it and posts it to the School’s twitter account.
The School’s Administrative Assistant will forward listserv updates from faculty members so there will not be an extra step for faculty members who want to share information.

The decision about what makes it to the social media accounts is at the discretion of the Director and Program Coordinator for Outreach.
School of Journalism technology policies

The school has instituted the following computer policies for several reasons: (1) to protect security; (2) to enable the tech staff to have sufficient time to order, install and test new hardware and software; (3) to ensure that the school is in full compliance with university rules.

If you have suggestions or comments regarding these policies, please contact the school head. This is an evolving document that will be revised and updated. Please note that SBS Tech is responsible for maintaining the school's technology.

E-mail accounts

The university has a strict policy that all students, staff and faculty must have UA e-mail accounts, and must use those accounts for all university-related correspondence. The school strongly supports this policy, which has important legal ramifications.

Connecting outside computers and media to the school’s network

For security reasons, no outside computers may be connected to the Journalism School network. "Outside computers" refers to computers that are not maintained by journalism tech staff (generally, this refers to any computer that was not procured by the journalism school). This policy applies to computers owned by faculty, staff, students, visitors and third parties.

Faculty members who utilize outside computers to prepare class materials should e-mail the material to themselves, or should write their materials to removable media such as CDs, DVDs or USB flash drives. These e-mails or media will be scanned automatically for viruses and malware by the instructor's machine in each laboratory.

Outside computers may be connected to projection monitors, but only to the video inputs. This means that if guest speakers also need Internet access during their presentations, they must use a school computer and must bring any non-Internet presentation materials on removal media which the computer will accept, such as CDs, DVDs or USB flash drives. If you have guest speakers who plan to use PowerPoint or any other program during their presentations, please advise them of this policy. In addition, please tell the tech staff about these visits in advance, and ask for assistance with hookups. If possible, ask guest speakers to provide an advance copy of their removable media so tech staff can scan them and try them out in advance of the class. This will enable the staff to identify and fix problems, and to avoid last-minute emergencies.

Please note that the above policies also apply to students. These policies specifically include the following:
1. Students who utilize outside computers to prepare class assignments should e-mail the material to themselves, or should write their materials to removable media such as CDs, DVDs or USB flash drives. These e-mails or media will be scanned automatically for viruses and malware by the student machines in each laboratory, and in the Open Lab in Room 312.

2. Students who are making class presentations may plug their laptops only into the video inputs on the projection monitors. If they need Internet access, they must use a school computer and must bring any non-Internet materials on removal media which the computer will accept, such as CDs, DVDs or USB flash drives.

3. Under no circumstances may a student plug a laptop into a school port or computer, or into any part of a projection monitor other than the video input. This rule applies to all laboratories and seminar rooms, to the Open Lab, and to faculty and staff offices.

**Upgrades, maintenance and repairs for non-university and university computers**

The school cannot pay for any computer upgrades, maintenance or repairs for computers that are not university property (that is, for desktops or laptops that have not been purchased with university funds).

The school will pay for computer upgrades, maintenance or repairs for computers purchased with university funds. However, such work can only be done at the university. If you are using a university computer at home, and it needs upgrades, maintenance or repairs, you must bring the computer into the school for service. The school cannot provide or pay for any computer upgrades, maintenance or repairs done in an employee's home, even for computers purchased with university funds.

**Security requirements for personally owned and third-party computers**

Even though the journalism school cannot provide technical support for outside computers, please remember that the university has very strict policies regarding acceptable use of its networks as well as use of its computers. These policies apply to “all users of University of Arizona computing and network resources, whether initiated from a computer and/or network device located on or off campus.” The policies apply to computers used on campus, at home and elsewhere, even just to receive e-mail.

It is the responsibility of all members of the university community – faculty, staff, students and visitors – to make sure they are in compliance with these policies. The full text can be found at [http://security.arizona.edu/uaacceptableuse.html](http://security.arizona.edu/uaacceptableuse.html); see especially Section IV.2.

Important requirements include:
1. Use strong passwords on individual computers and network accounts. This means passwords that are not easily guessed. In particular, never disable the password feature on your personal desktop or laptop because you think no one else will ever get his or her hands on it; even if the machine is physically secure, an interloper might be able to gain access via any network to which you connect it.

2. Install and maintain current anti-virus protection. The UA provides free Sophos anti-virus software for faculty, staff and student home computers, an automatic update server that is accessible worldwide, and a help line. The software can be accessed from https://sitelicense.arizona.edu/sophos/. For assistance with installing, configuring and updating Sophos, you can call 621-HELP, or use the help menus available at the Web site. If you choose to use a different program, you must continue to pay the annual subscription fee after the initial enrollment period expires.

3. Keep operating systems and application programs up to date. Enable your operating system’s automatic update feature; if you set it to update semi-automatically or manually, be sure to check for updates regularly. Enable the automatic update features on application programs that include them. For others, check the manufacturer’s Web site periodically. These updates are generally free; they not only improve performance, but also repair security holes which, if left unfixed, could allow an attacker to invade or damage your computer, even if your antivirus program is up to date.

4. Activate your computer’s software firewall if the operating system includes one (current versions of Windows and Mac operating systems do). Otherwise, consider installing a third-party firewall, such as those provided free by the university (see the next school policy item, below). If the firewall includes a “stealth” feature, activate it as well.

**Software for non-university computers**

The school cannot pay for software or software licenses to be used on non-university computers (that is, for desktops or laptops not purchased with university funds).

The UA also provides a number of other useful software programs that are available free for faculty, staff and students to use at home if the software will be utilized for university-related work. These programs are available at https://sitelicense.arizona.edu/. Help with these programs is available through the site or 621-TECH.

**Tech staff office hours and e-mail**

Please observe the tech-staff office hours unless there is an emergency. Maintaining, upgrading and developing the school’s instructional and administrative technology
requires huge amounts of uninterrupted time, and this work benefits everyone. Office hours for the tech staff will be posted before the first day of class each semester.

If you need to communicate with the tech staff outside office hours, please send a TicketDog to SBS Tech. In emergencies, contact the tech staff immediately by phone.

**Student contact with tech staff**

Students should not contact the tech staff about technology problems unless there is an emergency, or unless a faculty member has instructed a student to do so. (For example, the *Epitaph* or *El Independiente* adviser may ask a student to contact the tech staff for posting PDF files of newspaper issues online.) However, faculty members are requested to minimize student contact with tech staff. Under ordinary circumstances, if a problem occurs with instructional technology, students should tell the instructor.
Appendices
Preparing to Teach

A. Instructor Obligations

To Assure that there is similarity and consistency among the various sections in multi-section courses, and to assure that all the lower division courses run as smoothly as possible, all instructors are expected to meet certain obligations. If you have questions, consult your school secretary.

* Meet every scheduled class (avoid canceling class early)
* Hold regular office hours during which the door is open and you are available to talk with students
* Follow the course outline and/or syllabus
* Require the minimum number of hourly exams, to be graded using partial credit
* Require the final examination as scheduled
* Return all exams to students as promptly as possible (within a week is tolerable, the next class meeting is desirable)
* Submit grades at the end of the semester to the school
* Submit grading policy for each course to the course coordinator for approval (at the beginning of the semester before you give it to your students)
* Attend all required meetings, either school or for specific courses which you are teaching
* Return all texts to the school unless you are assigned to teach the same course the following semester

*LEGAL TIP*

Religious Observations: Try to provide reasonable accommodations of a student's religious beliefs with regard to examinations and other academic requirements. Avoid scheduling mandatory academic requirements on days when substantial numbers of students would almost be absent because of religious observance.
Syllabus

It is a cardinal rule of teaching that an instructor share his/her expectations with the class, and as soon as possible. A course syllabus will be a major tool for detailing work you expect from your students. In fact, the syllabus becomes an implicit contract between student and instructor.

In most cases, duplication of class materials is handled through the schools. Early submission of materials is advisable; the start of the semester usually puts a high demand on typing and duplicating services.

Typically, a course syllabus should be structured to make information clear and easily understood, and include the following:

- Title of course and course number
- Day(s), time, and place class meets
- Name of instructor
- Day(s), time, and place of office hours
- Required and optional texts and readings
- General statement of purpose of the course ("this course is designed to engage you in an in-depth look at...")
- Course goals ("as a result of taking this course, you will be aware of and informed about...be conversant with...be able to articulate...be able to discuss, debate, and develop...")
- Academic Integrity Statement
- Course policies (may include student responsibilities, as well as instructor responsibilities in the areas of attendance, grading, makeups, assignments)
- Course schedule (may be chronological or topical; may include reading schedule, holidays if no classes held, due dates for assignments, exam dates)
- Course evaluation procedures
- Course resources for students (DRC, SALT, Writing Center)

*LEGAL TIP*

What types of liability do faculty members face, and how are they insured? All University employees are required to conduct their activities safely and legally, in accordance
with established policies and regulations. However, in the course of your activities, liability may arise from a variety of sources such as your actions as a teacher, supervisor or administrator, or while acting in another capacity such as driving a University vehicle.

Claims against University employees are defended and insured under the provisions of a statutory, self-insurance program provided by the State (A.R.S. 41-621, et seq.) Legal defense is appointed by the Arizona Attorney General's office, and court awards and/or settlements are paid by the State from the self-insurance fund or the University. If the University must pay for legal expenses, schools in which the dispute arises are responsible for identifying funds from which these expenses can be paid.

This coverage only applies to the acts and omissions of the State employees in the course and scope of employment.

**Course Syllabus Policy**

The distribution of a course information sheet is required for all University courses. It must be distributed during the first week of classes and a copy, available to students, must be kept in the school office for a period of not less than one year.

This interim policy was adopted by the Faculty Senate in 1993 and is pending formal adoption as institutional policy.

The following minimum information shall be provided:

1. Instructor's name, office (room) number, and telephone number
2. Office hours or a statement of an "open door" policy
3. Grade and absence policies
4. List of required texts.
5. Number of required examinations and papers
6. Required out-of-class activities, if any
7. Special materials required for the class, if any.

A statement is permissible indicating that information contained in the course information sheet, other than the
Office Hours

All faculty members and teaching assistants sign a faculty contract. The back of the contract states that you will see students in order to provide opportunities for students to seek guidance under conditions of privacy. A typical rule of thumb is a minimum of three to four posted office hours each week.

Office hours should be listed on the syllabus for each course and posted on the door of your office.

Inform the school of your office hours. A listing of all faculty and graduate student office hours should be maintained in the main office of the school.

Office hours are important for handling problems relating to the course and also for allowing students to develop personal relationships with the faculty. Encourage your students to take advantage of the time set aside to work individually with them.

B. General Information

Find out the following about your school:

- Personnel
  - Chair
  - Associate of Assistant Chair
  - Trainer/Supervisor
  - Course Coordinator
  - Secretaries
- Notices, Mail, and Mailboxes
- Supplies
- Audiovisual Materials
- Office Hour Requirements

*LEGAL TIP *

Risk Management and Safety: Many activities on a University campus involve some risk of harm. Losses can include theft, fire, injuries, liability claims and lawsuits, and
regulatory penalties. Faculty members share the responsibility within the university community to conduct activities in a manner that recognizes and reduces these risks. The School of Risk Management and Safety coordinates the UA's programs in this area, and is available to assist faculty members and supervisors with their responsibilities.

Certain activities require approval from university committees and schools prior to starting the work. Examples include work involving biological hazards, human subjects, hazardous materials or waste, etc. Faculty must contact Risk Management and Safety for guidance during the planning and development stage of any new activity or program that involves risk.

All accidents must be reported to Risk Management and Safety to ensure that proper documentation is gathered quickly in the event a claim arises from the incident.

For more information, contact Risk Management at 621-1790 or e-mail them at Risk@w3.arizona.edu.

C. Exams

Examinations are a critical part of many courses. The following describes regulations and policies concerning midterm and final exams.

Midterm Exams

It is expected that all midterm exams will occur during a regularly scheduled class period. For multiple-section courses in which it is impossible to offer midterm exams during the regular class period, the following requirements must be met:

- Schools may make notations in the Schedule of Classes when specific classes meet outside of the regular class period.
- The controlling academic dean should approve such action in advance.
Some guidelines for final exams:

- All forms of examination are prohibited on class days during the week of finals.
- Final exams should not exceed two hours in length and may be given only at the times established by the university.
- Common final exams can be scheduled only in courses that have more than four (4) class sections. Rooms for these course finals will be announced by the instructor prior to the final exam period.
- It is the responsibility of the student to make sure final exam times do not conflict. A student having two or more exams scheduled for the same time period will take the exam in the course with the largest enrollment. The student must then arrange with the instructor of the other course to schedule a makeup exam at the earliest possible time during the final exam period.
- A student having four or more exams scheduled on one day may, upon prior notice to the instructors concerned, arrange to take the fourth, fifth, etc., exams on some other day during the exam period. The student must report to the Office of Curriculum and Registration (Administration 210) to obtain an authorization letter for rescheduling.
- Final exams may be returned to students. If you elect not to return exams, please retain the exams for one year in case a grade conflict arises.

Such courses as seminars, colloquia, laboratory and studio course, workshops, and internships may not lend themselves to the format of a comprehensive final examination. The home school is best equipped to judge whether an exception should be made and, if so, whether some other meaningful academic activity should replace the final examination period. The student must be informed of any such exceptions made prior to the last day for withdrawal with a passing grade, as established in the *General Catalog* (last day to withdraw from courses with an instructor's signature, which is the end of the 8th week of classes).

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**D. Grading**
For specific information regarding grading and grading policies, refer to the *General Catalog*.

### Reporting Final Grades to the Registrar and to Students

Each semester, the Office of Curriculum and Registration provides grade rosters and instructions to faculty members for all courses. Grades must be reported promptly and in accordance with the registrar's instructions, based upon Faculty Senate and university policies.

Public posting of grades by student names, matriculation numbers, or Social Security numbers violates the Family Educational Rights and Privacy Act.

Student's grades are available the day after the grade roster is submitted to the university.

### Challenge of Grade

Grades reported to the registrar by an instructor may not be changed except by the authority of an "Official Change of Grade Form" completed by the instructor and approved by the head of the instructor's school, or pursuant to the appeals procedure. Instructors may change a final grade only when the original grade was miscalculated. The grade of "I" (Incomplete) may be removed within one year by filing a completion with the registrar, on the "Official Change of Grade Form." For further details, see the section on "Grading System" at [http://catalog.arizona.edu/policies/994/grade.htm](http://catalog.arizona.edu/policies/994/grade.htm).

### Grade Appeals

A student's protest of a grade must be lodged by a student with the course instructor no later than the end of the fifth week of classes of the first next regular semester after the semester or summer term in which the grade was awarded. Only in exceptional cases shall a grade review be processed during a summer session.
Withdrawals

Students may drop courses through the end of the fourth week of classes, resulting in the course being deleted from the student's record. After the end of the fourth week of courses, and through the eighth week, students may drop with instructor's permission using a drop/add form. After the end of the eighth week of classes, a student is referred to the College Dean's office. For further information, see "Withdrawal Grade" within the "Grading System" portion of the General Catalog.

Instructors may administratively drop students for nonattendance. The date that the Administrative Drop is received in the Office of Curriculum and Registration determines the manner in which a student's record is affected. Administrative Drop information is available in the University Catalog at http://catalog.arizona.edu/policies/994/classatten.htm.

Grading Policy Issues

The following points are offered to help you deal with grading policy issues:

- On the first day of class, inform students in the syllabus that you do not change grades. It is against university policies and regulations to do this, and it is not fair to other students in the class. You will be glad to recheck their scores, but you have a firm policy of not changing grades based on students' scholastic or personal situation.
- When you are concerned about a student's personal situation, encourage the student to make an appointment with Counseling and Psychological Services.
- Remember that it is not your course alone that is leading to the student's problem. Typically, a student's academic difficulties are due to a continuing pattern of poor performance.
- Along with your concern about a particular student's dismissal, consider the morality of changing a grade or allowing a course repeat through assigning an Incomplete without considering all other students in your class.
**E. Confidentiality**

**Release of Student Information**

The policy of the UA, with respect to release of information, is that most student records are confidential. The Office of Curriculum and Registration is responsible for the maintenance of student academic records, and for the appropriate release of information from those records, but any information maintained by you may be considered an "educational record" in appropriate circumstances. You are responsible for assuring the confidentiality of that information.

Graduate teaching assistants should take special care to honor the confidentiality of student records. It is the policy of the UA, as set forth by federal law in the Family Education Rights and Privacy Act of 1974 (FERPA), that students' educational records (excepting "directory information") shall not be given to anyone other than authorized school officials without the prior written consent of the student. The exception for "directory information" concerns public information such as student's name, local/residence hall address and telephone number, field of study, dates of attendance, and degrees. This may be disclosed by the university for noncommercial purposes, unless restricted by the student. Under this act, students also have the right to file complaints with the United States School of Education concerning alleged failure by the employees of the University to comply with the Act.

Copies of the University of Arizona Policy on the Release of Student Information can be found at the Office of Curriculum and Registration, the Office of the Dean of Students, and at the several other locations on campus. This policy will explain in detail the procedures for complying with the provisions of FERPA.
Returning Materials

Graded materials should be returned to students by the following methods. Hand out the papers directly to the students during class or during office hours. You may be able to (not all offices will do this) arrange for someone in the school to hand out the graded materials to students who come to the office to obtain them (in this case, it would be advisable for the school office staff to check the University photo I.D. of each student).

*LEGAL TIP *

Student Privacy: Respect student privacy and comply with laws for the protection of privacy. Among other tips, do not give a student's grade over the telephone. Do not release grades to others without a student's written consent, and do not post grades by student name or social security number. For policy on release of student information, see the University Handbook for Appointed Personnel or call the Dean of Students Office at 621-7059.

F. Documenting Your Teaching

In order to be evaluated, your school needs to have full and correct information about the goals, content, and range of your instructional activities. It is important that you maintain a dossier of materials related to your teaching activities that you can submit when evidence of teaching is required. The important components of a "teaching dossier," or portfolio are:

- Course material, such as syllabi and examinations
- Discussions of course goals and methods, plus any evaluations you have made of how well these goals have been met
- Information on the development of new courses or curricula
- Academic advising activities, work with individual students, undergraduate honors and other individual studies, and supervision of graduate students, theses, and dissertation committees
- Other activities, such as GAT training and supervision, guest lecturing, etc.
• Preparation of texts, instructional manuals, audiovisual materials, or computer programs for use in teaching
• Papers at professional meetings on teaching and relevant committee service
• Evidence of student achievement, papers, performance on achievement tests, student self-rating, student publications, graduate and postgraduate achievements of your students
• Teaching evaluations, student ratings, awards, solicited and unsolicited letters from students, peer evaluation of classroom performance course material and non-classroom teaching activities, letters concerning guest lecturers, etc.
• Evidence of problems and measures taken, evidence of improvement such as colleague evaluations, student ratings, etc.
The federal Family Educational Rights and Privacy Act of 1974

Major Concepts of FERPA

The major concepts found in FERPA include:

- Most student records at the university are considered “education records” that are protected by FERPA, including computer records.

- The student has a right to access and review his/her education records.

- All education records are confidential (except directory information in most cases) and cannot be disclosed unless the student consents or the request fits one of the exceptions.

- Faculty and staff generally may not see a student's education records without first identifying a legitimate educational interest or one of the other exceptions under which records may be reviewed.

- Parents do not have an automatic right to view their children's postsecondary education records.

What is an Education Record?

“Education Record” includes any information or data recorded in any medium, including but not limited to, handwriting, print, tapes, film, e-mail, microfilm, and microfiche, which is directly related to a student and maintained by the University or by a person acting for the University.

Examples of an Education Record include:

- Admissions information for students who are accepted and enrolled;
- Biographical information including date and place of birth, gender, nationality, information about race and ethnicity, and identification photographs;
- Grades, test scores, evaluations, courses taken, academic specialization and activities, and official communications regarding a student's status;
- Course work including papers and exams, class schedules, as well as written, email or recorded communications that are part of the academic process;
- Disciplinary records;
- Students' financial and financial aid records;
- Internship program records.

Disclosure of Education Records

Student education records may not be disclosed to anyone unless
• the student has given written consent, or
• the request fits one of the legal exceptions.

One of the exceptions is the release of "directory information" about a student. Consent from a student is not generally required for the release of directory information and it may be viewed and released to the public, unless the student has placed an affirmative "restriction" on its release.

The Registrar is charged with defining “directory information” at the University of Arizona. FERPA provides a list of data elements from which the University’s list is selected.

The University of Arizona defines directory information as the following:

• student’s name;
• date of birth;
• local/residence hall address (no dorm room numbers);
• local/residence hall telephone number;
• official university electronic mail address;
• college;
• class standing/classification;
• academic program (degree, major, minor);
• dates of attendance (by semester or year, not by class)
• status (full or part-time registration);
• degrees received;
• honors and awards received;
• participation in officially recognized activities; and
• weight and height of members of athletic teams
• student employment information (title, pay rate, dates of employment).

Under the Solomon Amendment, student military recruiting information (name address, telephone number, age or year of birth, level of education [e.g. freshman, sophomore] and major of currently enrolled students) will be released to recruiters unless students have requested that no directory information be disclosed to third parties under FERPA.

Note: Recruiters should only ask registrars for Solomon Amendment student lists. Registrars, as student records managers, should be the only school officials responsible for providing student lists to recruiters.

Before releasing directory information, you must check to see if the student has placed a restriction on the release of his/her directory information.

Note that "dates of attendance" is intended to refer to general information, such as "from the fall/spring semester of (year) through the fall/spring semester of (year)." Specific records of a student's attendance are not directory information.
In general, a student has a right to access and review his/her education records, subject only to reasonable time, place and manner restrictions. However, a student does not have the right to see confidential letters of recommendation (those to which the student has waived access to in writing), confidential financial information of parents, those items not defined as education records, and records that contain information on more than one student. In the last instance, the student may see only those portions of the record that pertain to her/himself.

If there is any doubt about the student's identity, ask to see some form of identification before granting the student access to the file requested.

**Parent Access to Student Records**

One area of the law that generates confusion is the right of a parent to access student record information. If the student is not a dependent for tax purposes (and this may be the case with many graduate students), the parent has no right to access student record information about the child unless the parent has the child's written permission. Parents stand in the same shoes as any outside party. Affidavits of parental claims and records of student permission are maintained in the Office of the Registrar and are updated annually.

However, if the student is claimed by the parent as a dependent for income tax purposes, then student record information may be released at the discretion of the University to the parent as long as a copy of the applicable page from the parent's most recent income tax return is provided to the university and it verifies dependency (see Access to Education Records in the online FERPA Compliance Manual). Full rights are given to either parent, regardless of who claims the child as a dependent, unless the institution has been provided with evidence that there is a court order, state statute, or legally binding document limiting those rights, such as divorce, separation or custody orders.

**Legitimate Educational Interest**

A faculty or staff member has a legitimate educational interest in accessing or reviewing a student’s educational records, if the faculty or staff member is:

- performing a task that is specified in his/her position description or contract;
- performing a task related to a student’s education or to student discipline;
- providing a service or benefit related to the student or student’s family; or
- maintaining safety and security on campus.
School Emergency Plan

Aug. 6, 2013

Overview
The university requires every unit to have an emergency plan in place in case of a disaster or critical event. We filled out the university’s form and forwarded it to the powers at be. This memo outlines the highlights.

Evacuation
If the school needs to evacuate the Marshall Building then the faculty and staff will gather at Gentle Ben’s to rendezvous and confer. If that location is not available then the backup will be the Marriott Hotel lobby. If that is not available then the Maingate Parking Garage. In the event we cannot work from Marshall temporarily we will all work from our homes and confer via email or phone.

Phone/email tree
If an emergency requires immediate contact of faculty, staff, adjuncts and students, we will launch a phone/email tree to pass along information. The director will contact the associate director, who will contact professors of practice. The director will also contact the Program Coordinators who will contact tenure-track faculty. The director also will contact the administrative assistant, who will contact staff, adjuncts and students. Every person should have a current phone list.

Line of secession
If the director is incapacitated, killed, out of reach, or otherwise unavailable, Associate Director Nancy Sharkey will assume responsibility to navigate the school through the emergency. Next in line is Program Coordinator, followed by the Administrative Assistant Crystal Bumpers.

Practice
As required by the university, we will discuss this plan and conduct a drill. This will be planned for the afternoon of Aug. 21, 2013, following the retreat. The calls will commence at 3 p.m. and the drill will end at the pre-planned rendezvous, Gentle Ben’s.