

SCHOOL OF ART
INSTRUCTOR HANDBOOK

ACADEMIC POLICIES

For a listing of the U of A academic policies: <http://policy.arizona.edu/home>

Syllabus/Course Information Sheet

It is University policy that the distribution of a syllabus is required for all University courses. It must be distributed during the first week of classes and a copy must be emailed to our Administrative Associate. (See the UArizona Syllabus Policy below).

Please see the policy that will give you all the mandatory information that is required to be on your syllabus.

Your syllabus is a contract between you and your students. It is very important that you include a couple of things specific to many of our SOA courses. If there is a grade dispute the syllabus document is the binding agreement. All correspondence between you and the student, the grade book, attendance rosters should be kept and in order in case of any dispute.

- 1) As well as the UArizona Syllabus information, please include a notification, if the instructor believes necessary, warning students that some course content may be deemed offensive by some students;

UArizona syllabus policy: <http://policy.arizona.edu/faculty-affairs-and-academics/course-syllabus-policy-undergraduate-template>

Please work with your supervisor or program chair to obtain copies of existing syllabi for your course and work closely with them to modify or create your syllabus.

Email Expectations:

- Check your official U of A email frequently, during normal working schedules M-F, 9-5. This is the official channel of communication for all faculty and students. This is particularly important if you are an instructor of record.
 - This is official documentation in terms of communication with your students and should grade appeals occur you will have documentation.
 - If you find email overwhelming, you can set up filters in your mailbox software.

CLASSROOM BEHAVIOR

Optional (for syllabus):

Student Code of Conduct:

Make sure you are familiar with the Student Code of Conduct.

<https://public.azregents.edu/Policy%20Manual/5-308-Student%20Code%20of%20Conduct.pdf>
and <https://deanofstudents.arizona.edu/student-rights-responsibilities/student-code-conduct-resources>

Violations of the Student Code of Conduct:

If a student's behavior makes you or other students uncomfortable or violates the Student Code of Conduct, please contact the Program Chair or Supervisor and the Associate to the Director at 621-7000 to make them aware of the situation and guidance.

Register all violations of the Student Code of Conduct with the Dean of Students.

<https://deanofstudents.arizona.edu/student-rights-responsibilities/student-code-conduct>

At any time, if there is a situation that is perceived as threatening, call campus police at 911.

Attendance

Make sure you are aware of the Attendance Policy and work with the Program Chairs or Supervisor to set appropriate attendance expectations.

https://catalog.arizona.edu/policy/class-attendance-and-participation?_gl=1*amdieo*_qa*ODM3NjExMjA0LjE2NjgxODMwNzU.*_qa_7PV3540XS3*MTY3NjhxODUxNy42OS4wLjE2NzY5MTg1MTcuNjAuMC4w

Disability Resource Center

Make sure you are aware of the Disability Resource Center. Faculty and instructors are vital partners to DRC in creating an accessible curricular experience. DRC supports faculty with online resources and in-person consultations and training.

<https://drc.arizona.edu/instructors/overview>

Dropping and Adding Courses

The School of Art does not advocate adding more than the maximum number of students to classes (the maximum number of students can be found in the schedule of classes). Please be aware of the deadlines for adding and dropping classes. <https://registrar.arizona.edu/dates-and-deadlines>

Adding Students to your Course

Students may ask to be added to your course if it is full to the maximum numbers and they cannot enroll without your permission. As the instructor, this is your choice to add an additional student. You may feel free to decline the request. You may also consult your supervisor or Program Chair. Please refer the student to their program chair to find an appropriate course that they may take. If you do decide to let a student into your class, please email Student Services to give them permission to add them.

Family Educational Rights and Privacy Act of 1974 (FERPA)

<https://www.registrar.arizona.edu/personal-information/ferpa-tutorial>

FERPA allows students access to their educational records and limits the ability of others to access those records, except as authorized by law. To be in compliance with FERPA, instructors cannot post grades with names attached or leave graded student work unattended to be picked up.

Fees and Purchasing Materials for Classes

If your course has a fee for materials or models, See below link for instructions

The School of Art buys materials in bulk to be shared by classes. If you want to use fees to purchase materials for your class, consult with the program chair (or supervisor). If you need students to purchase their own materials as that are not covered by fees, you must include that in the syllabus. You are not allowed to collect funds from students to purchase materials. You can encourage your students to go in a group to purchase materials on their own, if this gets them better materials or prices.

Please see the School of Art console for current purchasing procedures once you have gotten approval from your program chair. The console link is in the bottom left hand corner of the School of Art website. <https://art.arizona.edu/>

Requesting Models for a Class

If your class requires a model, contact the model coordinator to arrange. Please allow as much time as possible for the model coordinator to arrange for models for your course.

If we do not have a model coordinator, (like in the summer) you will be responsible for arranging to have a model for your class. Please see the Business Manager for a list of models and their contact information. The course must have an approved affiliated course fee specifically for a model in order to request a model.

Final Examinations

Every class has a scheduled exam time which can be found on the U of A website <http://www.registrar.arizona.edu/schedules/finals.htm>.

Classes are **required** to meet at the scheduled exam time. In studio classes where there isn't a final examination, final critiques can be held at this time, or work/portfolios can be returned, or other activity—the instructor must be available. If there is any change in the final exam schedule the instructor must have prior permission from the Dean's office.

Final Grades

All final grades are electronically recorded using UAccess, an on-line service. Grade Rosters must be posted in the UAccess Instructor Center no later than 48 hours after the final exam according to university policy. If no final exam is given, grades are due no later than 48 hours after the last day of finals. If the student failed to attend or stopped attending without official

withdrawal, Faculty Senate Policy dictates an E grade must be recorded. An instructor has the ability to change the grade within the first 14 days of posting. If you have any problems recording your grades, please contact Student Services or Visual Resource Director..

<https://registrar.arizona.edu/faculty-staff-resources/grading/instructor-center-information>

Grade Appeals

If a student wishes to appeal their grade there is a policy and procedure: see

<https://registrar.arizona.edu/faculty-staff-resources/grading/grading-policies/grade-appeal> for the guidelines, steps and procedures.

Grading Information

<https://catalog.arizona.edu/policy/grades-and-grading-system>

Incomplete

If you are considering awarding an Incomplete, you must fill out the *Incomplete form* (See link below), and provide a copy to the chair of your program or supervisor, and student services.

Be aware of the process of when and how to award an incomplete. Students can be given up to a year to complete, therefore it is mandatory that the form be filled out for the School of Art. See below.

<https://registrar.arizona.edu/faculty-staff-resources/grading/grading-policies/incomplete>

Internships and Independent Studies

Adjunct instructors and Teaching Assistants **cannot** sponsor independent studies or internships. Please let students know to contact their program chair to find a faculty member to sponsor their project.

D2L and UAccess Instructor Center

UAccess Instructor Center is your access point to your Class Schedule, Class Rosters, and Grade Rosters. See Student Services if you have any questions on UAccess.

You will have access to D2L and UAccess Instructor Center once your hiring package is complete. If you do not yet have access to these systems prior to that point and need it, please contact the Graduate Program Coordinator or the Associate Director.

D2L (Desire 2 Learn) is a learning management system (LMS). It's a relatively easy way to create a course web site. A D2L course site allows "anytime, anywhere" access to syllabi, readings, multi-media files, electronic dropboxes, online quizzes, email, grading, student progress reports, project files, etc. If you need help setting up D2L for your class, please contact D2L Help. The Visual Resource Center Director (VRC) Director can also help you

with your course implementation, general questions or advice on best practices. It is encouraged to meet with them if you have any questions.

If you would like to use D2L, you must request it through D2L Help to create your course page. It is not automatic. <https://help.d2l.arizona.edu/instructors> The VRC Director can be added to your course as well to troubleshoot any aspects in the backend or if you are absent. Please contact the VRC at 520.621.1202..

There are other LMS systems, but this is what the University of Arizona has the most resources for and can support students who are having technical troubles through UITS.

Concerned about the well being of a student:

If you are concerned about a student who may benefit from Student Assistance, please notify the Dean of Students Office by filling out the online referral form or call to let the staff know about your concerns.

Also, please let your supervisor know, as well as the Associate Director.

If the student is disruptive and uncooperative, appears volatile or dangerous, or is demonstrating immediate harm to self or others, call UAPD at 911 for immediate assistance.

See links for all:

<https://deanofstudents.arizona.edu/support/concerned-about-student>

<https://caps.arizona.edu/crisis>

<https://caps.arizona.edu/care-pathways>

<https://campuspantry.arizona.edu/pantry>

Wellness checks:

Occasionally a parent, friend, colleague or instructor who is concerned about a student's well-being asks the Dean of Students Office to look into the welfare of a UA student. If you have reason to be concerned about an emergency health or safety concern related to a student, please call the appropriate police department:

University of Arizona Police Department (on-campus students):

Emergency: 911

Non-emergency: (520) 621-8273

Tucson Police Department:

Emergency: 911

Non-emergency (8am-10pm): (520) 791-4444

After 10pm call 911 for both emergency and non-emergency incidents

Teaching Resources:

If you are interested in more resources to enhance your teaching practice, please see the resources below.

Office of Instruction & Assessment: <https://oia.arizona.edu/content/7>

Academic Affairs: <https://academicaffairs.arizona.edu/FLC-Facilitator-Resources>

The Graduate Center has a link to the UA Certificate in College and Teaching and other resources: <https://gradcenter.arizona.edu/resources#Teaching%20Resources>

Faculty Learning Communities are also available for Graduate Teaching Assistants:
<https://academicaffairs.arizona.edu/flc>

Art and Visual Culture Education and the College of Education regularly offers classes that will enrich teaching practices.

Student Course Surveys (SCS)

The Student Course Survey (formerly known as TCE) is the University of Arizona's centrally-supported service for collecting end of term feedback from students about UA courses and faculty. <https://scs.arizona.edu/>

Be sure to encourage students to go online and complete the SCS or set up a time in class for the students to complete the SCS.

CatCard

Before you can get your keys, door codes, or parking permit, you will need a University Identification Card – the CatCard. <https://catcard.arizona.edu/>

School of Art Staff:

You can see who is who in the School of Art directory on the website:

<https://art.arizona.edu/people/directory/> or on the directory on the console. The console link is in the bottom left hand corner of the School of Art website. <https://art.arizona.edu/>

Access, Keys and Codes

Please see the School of Art Console to access the building access form. The console link is in the bottom left hand corner of the School of Art website.

<https://art.arizona.edu/>

After-Hours Building/Room Access

Instructor Access:

Instructors should reach out to the ArtDoors team to get your own access prior to the first day of class. CatCard and codes/keys if applicable. To do so, please email: artdoors@cfa.arizona.edu

Student Access:

In order for your students to get into the art building after hours or on weekends, please follow the following procedures:

Please go to the School of Art Console to access the *Building Access Form*. The console link is in the bottom left hand corner of the School of Art website.

<https://art.arizona.edu/>

Facility Issues

If you notice a facilities issue (water leak, electric, etc.), please immediately report the issue to the Building Manager in the School of Art, room 247C.

Computer Labs & Resources

If your students require a computer lab for outside work, or an occasional class session, you can make a reservation through OSCR (Office of Student Computer Resources) <https://oscr.arizona.edu/hours>

Computers, projectors or equipment

The School of Art has several rooms with projectors and computers. If you don't have equipment that you need, please contact the Program Chair (or supervisor), Administrative Assistant or the Program Coordinator in the School of Art admin office.

Scheduling Demos & School of Art Facilities – 3D, Darkroom, Digital Studio

If you need to have a demo or use the facilities in the 3D studio, darkroom or digital studio be sure to schedule these with the studio techs at least **2 weeks in advance**. If at all possible, avoid scheduling a facility or demo near the end of the semester. These are especially hectic times in those facilities.

Visual Resource Center

The VRC is located in the Art Annex Building Room 241 and can provide you with a log in and password to access the Imagen digital image database which contains works covering prehistoric to contemporary art. The VRC will also scan images needed for lectures and presentations, but can require 1-2 week's notice depending on the number of images needed. Once you have access to the Imagen database you can create portfolios for your classes or research that you can share with your students. If you would like your students to be able to access Imagen you will need to provide a class list. Instructions on how to access the database and individual assistance with PowerPoint presentations is available through the VRC. The VRC also has scanning stations, a printer, and a small art library available for student use. The VRC Director's office is within the VRC and they are available for assistance with course set up, and instructional materials.

Mailboxes, Kitchen & Copier

Faculty, Adjunct and Staff mailboxes are in the Admin Office Art 247 Copier/Kitchen room. Graduate Mailboxes are located outside of Art 245. Every Adjunct instructor will be assigned a faculty mailbox for the period of time they are teaching.

Depending on the number available, some may be shared. Check your mailbox and university email regularly. The University email is the official method of communication and you are required to check it regularly. Having an out of office, or automatic email, that states your response time may be helpful.

Parking

<https://parking.arizona.edu/>



WELL-BEING STATEMENT

Stress is a normal part of life and can be a positive byproduct of working towards meaningful goals. Yet too much stress can be overwhelming. As a student, you may experience stressors that impact your academic career and personal well-being. These can include academics, mental and emotional health, relationships, alcohol or drug misuse, identities, financial challenges, etc.

Pay attention to your personal signs that you're overly stressed, like changes in your mood, appetite, sleep, behavior, or new physical symptoms (aches, pains, etc.) that interfere with school and daily life. If you or a friend is struggling, we strongly encourage you to seek support. Seeking help is a courageous thing to do for yourself as your well-being is important. The University of Arizona offers multiple resources to promote your well-being and success as an individual. If you are struggling with this class, please visit during office hours or contact me by email.

TUCSON CAMPUS RESOURCES:

General Resources: [Dean of Students](#) [Ombuds Program](#) [Student Success District](#)

[Veterans Extension and Transition Services](#) [Office of Diversity and Inclusion](#) [Institutional Equity](#)
[Life & Work Connections](#) [Graduate Center](#)

Academic: [Think Tank](#) [DRC](#) [Thrive Center](#) [Writing Skills Improvement Program](#)

[University Libraries](#) [Advising Resource Center](#) [SALT Center](#)

Financial: [Financial Aid and Scholarships](#)

Physical Health: [Campus Health](#) [Campus Recreation](#) [Basic Needs Center](#)

Mental Health: [Counseling and Psych Services](#) [Survivor Support](#)

Safety: [Campus Safety](#) [Safe Ride](#)

Crisis Support:

- Suicide & Crisis Lifeline: call 988
- Crisis Text Line: text TALK to 741-741

Visit [Suicide prevention](#) for more suicide prevention tips and resources.

ONLINE-HYBRID STUDENT RESOURCES

General Resources: [Dean of Students](#) [Ombuds Program](#) [Veterans Education & Transition Services](#)

[Institutional Equity](#) [Disability Resources Center](#) [Office of Diversity and Inclusion](#) [Life & Work Connections](#) [Graduate Center](#)

Academic: [Think Tank](#) [DRC](#) [Thrive Center](#) [Writing Skills Improvement Program](#)

[University Libraries](#) [Advising Resource Center](#) [SALT Center](#)

Financial: [Financial Aid and Scholarships](#)

Physical Health: [Arizona Online Students](#) | [Campus Health](#) [Campus Recreation](#)

Mental Health: [Arizona Online Student Wellness Program](#) [ICONNECTYOU: HELP ON THE GO](#)

Crisis Support:

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Pronouns & Gender: Creating Inclusive & Welcoming Spaces

IMPORTANT VOCABULARY

Gender – social-constructed roles, behaviors, expressions, identities of girls, women, boys, men and other gender-diverse people.

Sex – biological attributes of humans and animals, including physical features, chromosomes, gene expression, hormones and anatomy.

Gender identity – one's internal sense of being male, female, both, neither or other

Cisgender = non-trans (not a pejorative term, like straight = not gay/queer)

Sexual/romantic orientation – who one is attracted to, sexually, romantically, or emotionally.

Gender expression/presentation – physical manifestation of one's gender identity through clothing, hairstyle, voice, etc.

Sex assigned at birth – the assignment/classification of people as male, female, intersex, or another sex based on a combination of anatomy, hormones, and chromosomes.

Deadname = old/obsolete name (even if it is still their legal name.) Consider this a pejorative nickname you do not wish to be called. Can use as verb or noun.

MTF = male to female, transwoman, M2F, woman, trans fem

FTM = female to male, transman, F2M, man, trans masc

Non-Binary = genderqueer, gender non-conforming, a- or bi-gender, genderfluid, gender expansive or gender creative

Neopronouns is a word created to serve as a pronoun without expressing gender. *Example:* ze/zir/zirs.

TIPS FOR PRONOUN USE

1. Personal, chosen, or used pronouns honors the unique individual ("preferred" implies that use is optional). *Example:* What pronouns do you use?
2. It is respectful and inclusive to use correct pronouns and names when referring to students, whether they are in class or not currently present.

3. It is always ok to ask about names and pronouns. Best practice is to share yours, then invite others to share theirs. (*They don't have to answer.*)
4. Use gender inclusive language. *Examples:* everyone, friends, folx, colleagues, esteemed staff, students.
5. If you make a mistake, just correct yourself (or apologize later) and move on.
6. Use gender neutral language. *Examples:* one, they, use of name (vs. pronouns), "Thank you so much" is just as polite as "Thank you, sir.", "The person in the blue shirt".
7. Watch out for making assumptions about someone's pronouns or gender.

RESOURCES

TSER Pronouns Graphic: <https://transstudent.org/graphics/pronouns101/>

Article all about pronoun usage: <https://pronouns.org/>

LGBTQ+ Vocabulary: <https://thesafezoneproject.com/resources/vocabulary/>

Questions?

Kelly Kurtz, LMFT

They/them/theirs

Counseling & Psych Services

(520) 621-3334

kjkurtz@arizona.edu