



Department of Art & Art History

COLLEGE OF FINE ARTS | THE UNIVERSITY OF UTAH

TEACHING HANDBOOK

Guidelines for Associate Instructors and Graduate Students as New Teachers

Director of MFA Grad Studies

Lewis J. Crawford
lewis.crawford@utah.edu

Director of MA Graduate Studies

Jessen Kelly
jessen.kelly@utah.edu

Graduate Coordinator

Sandie Crook
s.crook@utah.edu

Department Chair

V. Kim Martinez
kim.martinez@art.utah.edu

**Department of Art and Art History
University of Utah**

375 S 1530 E, Rm 161
Salt Lake City, UT 84112-0380
801-581-8677
801-581-6171 (FAX)
www.art.utah.edu
info@art.utah.edu

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Purpose

The contents of this manual should assist individuals newly employed as Associate Instructors or graduate student teaching assistants for the Department of Art and Art History at the University of Utah. It is intended to answer many of the questions you may have. The Department’s “Non-Appointment Auxiliary Faculty Policy” governs the contractual relationship between the department and the auxiliary faculty member (Associate Instructor), and the MFA Handbook outlines the requirements of the MFA Graduate Program. Though much of this handbook is directed at graduate students who are awarded funding through the Graduate School’s Tuition Benefit Program, it also contains useful information on University services that assist in creating a great teaching and learning experience. The phrase “instructor of record” is used throughout when the information concerns both Associate Instructors and graduate student TAs.

Graduate Teaching Assistantship (TA) Award

- Faculty committees that oversee the MA and MFA graduate programs consider departmental funding for all incoming graduate students and second-year graduate students in good standing. The department awards students the Graduate School funding category of teaching assistantship (TA). If the award offered is accepted, the graduate student must register for nine semester credit hours each semester during the period of the award. The hours must satisfy one or more of the degree requirements.
- The role of TA is defined as assisting a faculty member with one of the large lecture classes or as the instructor of record for a small lecture or studio course. Sometimes, a graduate student will work first with a faculty member as an apprentice in one semester before advancing to the instructor of record in another semester. The student can learn effective methods of communication, organization, course content management, and evaluation. Teaching assignments are generally introductory courses with non-department majors.
- The semester-based funding award is composed of a department stipend that forms the graduate student’s compensation and a Graduate School tuition benefit applied to a tuition invoice. The process starts in the department, and all awards are considered half time or 50% awards. The Graduate School and College of Fine Arts set the minimum stipend levels for the academic year. According to the policy, if earning a 50% tuition waiver, the stipend is earned with a workload of ten hours per week for a semester.

- Graduate students will sign a department contract that stipulates the assignment and confirms the parameters of the award. The tuition benefit program is not available for the Summer Term.

Employment Procedures

The University employs graduate students who receive a stipend as part of a tuition benefit award. All prospective instructors of record will present the necessary pieces of identification and verify whether they are employed elsewhere in the University. The department payroll reporter prepares the forms for Human Resources and Payroll. Paychecks are issued on the 7th and 22nd of each month for the length of the contract (or the preceding business day, if either falls on a weekend).

Orientation

Graduate students in their first year of teaching are required to attend the campus-wide TA orientation sponsored by the Center for Teaching and Learning Excellence (CTLE) in August. The one-day orientation provides a valuable background for graduate student teachers and includes other information helpful to incoming students. The Director of Graduate Studies also holds a one-day orientation two weeks before classes begin each fall semester discussing department policies and procedures, the facility, and faculty/staff contacts.

Building Security/Health and Safety

- The Art and Sculpture Buildings is secure and access controlled by your university ID. Department staff members code instructors of record into the Ccure system (pronounced “secure”) on presentation of a University of Utah faculty or student ID card (available from the University Student Union Bldg.). A university-issued key opens other doors. Please speak with the Office Assistant to gain card access or request any physical keys.
- Access as an instructor of record is granted only for the semester in which the instructor teaches; at the end of the contract, card access will be canceled, and physical keys must be returned unless you are offered a subsequent contract.
- The department takes its responsibility seriously to protect the health and safety of all individuals who enter the Art and Sculpture Buildings. All instructors are expected to assist the department in carrying out this obligation by noting problems. Everyone is invited to bring any concerns in this area to the department Facilities Supervisor or the department chair.
- The Facilities Supervisor is charged with maintaining specialized machines and equipment (except the Dumke Photo lab (Photo Faculty) and computer labs (CFA-CSIS techsupport@finearts.utah.edu) and should be informed immediately of theft or damage. The custodial staff does not clean these spaces, so all instructors are expected to clean up after themselves and their students.

Shared Spaces

Instructors can be granted access to exterior doors and, depending on teaching responsibilities, several shared shops/labs in the Art and Sculpture Buildings, including

computer labs (ART 258 and 365), darkroom (ART 264), printshop (ART 252), woodshop and toolroom (SCULP 184-185), plaster room (SCULP 181), kilns (SCULP 195), foundry (SCULP 182), sandblasting booth (ART 180), 3D printer, vinyl plotter, laser cutter (ART 160G), and three spray booths (Painting, Woodshop, Ceramics). Woodshop and sandblasting access are granted after learning safety and equipment operation procedures in a Fall Semester orientation led by the Facilities Supervisor. The Dumke Documentation Studio (ART 053) is installed with cameras, lights, and backdrops to document student work. Access to the Dumke Studio is granted after learning safety and equipment operation procedures from the photography faculty member in charge of running the studio.

TA as Assistant in a Large Lecture Class

A week before the first day of classes, the TA will meet with their assigned faculty member to fill out the TA responsibilities worksheet. The form is emailed a few weeks before classes begin to the faculty member by the Director of MFA Graduate Studies. This form will set the requirements and expectations of the TA throughout the semester.

The TA will meet regularly (at least once every other week) with the faculty member teaching the class to discuss the operation of the course. The faculty member shall act as overall and overseeing TA activities such as grading and interacting with students during office hours. The TA can expect direct instruction in creating and managing course content, grading projects, teaching and communication methods, and instructor responsibilities.

The TA will keep a weekly log of hours worked to submit to the faculty member and the department chair at the end of the semester.

Getting Started as Instructor of Record

Choosing a mentor:

- The department Directors of Graduate Studies serve as the general supervisors for the TA's in the different programs. For the MA students, a faculty mentor is selected to provide specific training in pedagogical instruction in the art history discipline. For the MFA students, their committee chairperson serves as the mentor. The MFA student is encouraged to invite other department faculty member from their discipline to serve as an additional teaching mentor. A mentor is advised for all instructors of record, as they can be a vital resource for effective teaching methods and for solving issues not addressed in the handbook that come up during the semester. You should not hesitate to contact either your TA advisor, Graduate Committee Members, the relevant Director of Graduate Studies, or the department chair to discuss your questions and concerns.

Ordering Books and Supplies:

- Classes for which course texts or other publications and supplies can be made available at the University Bookstore; these must be ordered through the department office. Photocopy

reading guides can be prepared for student purchase through the University Print & Copy Services:

- (www.printing.utah.edu): 135 University Services Bldg. (USB); uprint@printing.utah.edu; TEL 581-6171; FAX 581-4359 or 158 Olpin Union Bldg. (Union); unioncc@printing.utah.edu; TEL 587-7928; FAX 587-7929.
- Students often express a preference for Marriott Library's electronic reserve to trim costs of attending the University and to have 24/7 access to course materials
See <https://campusguides.lib.utah.edu/c.php?g=160453&p=1052203>
- For studio courses, you should include a list of art supplies in the syllabus, along with local businesses or websites where to find these materials. Firms, such as the University Campus Store, Pictureline, and Blick Art Supply, will maintain a list of predetermined supplies to help students purchase the correct materials. It is important to file your list with these vendors at least two weeks before the first class session to ensure enough supplies for all students.

Course Fees:

- Undergraduate Studies have approved a course fee for most of the department courses. The fee intends to defray the costs of some materials and supplies 'consumed' by students in the preparation of their projects. It is also used for approved class project costs such as models for figure classes, kiln assistants for ceramic wheel courses, and department image database maintenance and expansion. The online course schedule displays the amount of the fee, and the funds, collected through tuition invoices, are transferred to the department. The department office accountant will enable your transaction through UShop or other billing methods, like eJournal or PCard, to purchase supplies for the class.
- It is the responsibility of the instructor of record to ensure that course fees are spent only on student 'consumables' and that the account is not overspent. Some supplies from course fees are purchased in bulk and made available to students at a vastly reduced cost or for free. Art teaching, ceramics, painting/drawing, photography, printmaking materials are ordered by faculty in those areas; the Facilities Supervisor orders sculpture/intermedia and some general supplies for studio classrooms. The studio TA mentor or faculty area head from each emphasis can advise how much of the course fee remains for the instructor's classroom needs. For those supplies needed by students beyond those purchased from course fees, a list of materials in the syllabus or course calendar helps students understand the costs of the course.

Campus Information Services (CIS)

- Instructors of record should take time to become familiar with the resources of CIS, where they can log in to find information about student services, payroll, and human resources, online grading, and other campus services. Instructors of record should remind all students to update their personal information, such as their email address so that they can receive notifications of schedule changes and other important class information.
<https://cis.utah.edu>

Preparing a Syllabus and Course Calendar:

- The instructor of record will prepare a syllabus for each course number according to Undergraduate Studies' requirements listed in the Appendices. In most contexts, the syllabus serves as an agreement between the instructor and the student. All department faculty are required to post their syllabi in Canvas. Either go directly to Canvas (<https://canvas.utah.edu>) or access it by logging into CIS, then clicking on your Canvas courses.
- Students often request that PowerPoint lectures, assignment instructions, and exam review materials be posted on Canvas. The department discourages photocopied syllabi, which are too often discarded or lost by students.
- Instructors of record should review the University academic calendar for add/drop/withdrawal deadlines, holidays, and final exam schedules while preparing course calendars. See <http://registrar.utah.edu/academic-calendars/>

Family Education Rights and Privacy Act (FERPA):

- Federal law controls the privacy of student records. The most important prohibitions are:
 1. the public display of grades.
 2. the unsupervised distribution of graded assignments and exams.
 3. the discussion of a student's grade or other performance information with anyone other than the student and authorized department staff.
- All instructors are required to become "FERPA Certified." Completion of the FERPA Review ensures faculty members gain access to student information, including class rosters, e-grading, CANVAS, etc. via Campus Information Services (CIS).
- Find the FERPA Review tutorial at <http://registrar.utah.edu/faculty/ferpa-certified.php>

Canceled Classes

It is the responsibility of the instructor to contact the art office by phone (801-581-8677) or by email (info@art.utah.edu) and message the students through Canvas as soon as possible if the class is canceled due to instructor illness or emergency. Staff will post signs on the door informing students of the cancellation and any other information the instructor deems appropriate.

Teaching Resources

Images and Projection Equipment:

- The department's Visual Resources Specialist administers a searchable digital image database for our faculty and students. Projection quality images are available for classroom use, and PowerPoint lectures can be constructed and posted online to Canvas. These images may also be used with ArtStor, a searchable image database to which the University has a subscription. The campus ArtStor liaison is the Head of the Fine Arts Division of Marriott Library and offers free training sessions for you and your students. The value of ArtStor is the ability to import external images (e.g., department database, Google Image, and personally owned images such as iPhoto) as well as offering features of zoom and pan to show details. Additionally, the departments Visual Resources offers Art & Art History-related images for teaching and research, department photography and

digitization services, and digital imaging and instructional technology assistance for the faculty and students of the department.

- The Department of Art & Art History Teaching & Research Image Database consists of over 24,000 curriculum-based images for use in teaching and learning. Projection-sized images are downloadable with embedded metadata. This database requires your Unid login.
- The Department of Art & Art History PR Photo Database houses photographs of student and faculty artwork, exhibitions, and department events.
- Projection screens are installed in nearly all classrooms. Projection equipment for digital images is permanently installed in a few classrooms (principally Owens Reading Room 365, 158, 169, 170, 258, and 273).
- Some audio-visual and projection equipment are available from Teaching & Learning Technologies (<http://tlt.utah.edu> TEL 801.581.6112) Equipment is free if used for a class but must be reserved several days in advance. Please note that any TLT charges will be applied to course fees. If you use your laptop for class lectures/presentations/demos, the department can often provide a portable data projector and cable. Please check with the art department office, room 161.

Studio Art Props:

Instructors of record using still-life set-ups have access to a variety of shared props in one of the shared hallway cabinets outside ART 353 and in the graduate studios in ART 364. The Facilities Supervisor will arrange to unlock the cabinets or to issue a key for the semester.

Shared Classrooms, Labs, Shops:

Instructors must inform students that all classrooms and labs/shops are shared spaces. Students should be courteous and respectful of the spaces, each other's work, and belongings. This applies equally to instructors. Please remove wall displays of artwork and shift props out of the way for the next class. If the instructor of record wants to use a facility in the building outside the classroom, it is necessary to speak with the area head or the faculty/TA mentor as well as department staff. Areas of the building containing specialized equipment are shared facilities, and department staff often coordinate use of the area by multiple instructors. Training for the instructor and students is sometimes required to use specialized equipment. The Facilities Supervisor is charged with maintaining many of the machines and tools in the Art and Sculpture Buildings and should be immediately informed of damage or theft.

College Computer Labs:

Two computer labs with Apple iMac computers are available in ART 258 and 365. Numerous classes use the labs throughout the week. The rooms' schedules are posted in the department office, near the labs, and online at <https://www.art.utah.edu/faculty-resources/room-schedules>. The department subsidizes a qualified work-study student who monitors open lab hours in ART 365, which has a full range of graphics and word-processing software, slide scanners, flatbed scanners, a laser printer, and photo quality

inkjet printers. Printing requires a prepaid monochrome or color print card available from the department office. The labs are maintained by Computer Support & Information Systems (CSIS), and instructors of record should visit <https://helpdesk.finearts.utah.edu> to report any theft, damage, or malfunction. You can also email at techsupport@finearts.utah.edu or call (801) 581-8045.

Teaching Practicalities

Audience:

- The University expects that faculty of all ranks will continually assess their teaching methods to improve classroom teaching across the institution. Two of the more obvious questions to consider are, “Who is your audience, and how can you reach them?” Often students are learning about art and visual culture for the first time, and the experiences of the class members may be widely divergent.
- It is challenging for students attending a large university to balance life, work, and study issues. They are more successful when given policies, procedures, due dates, and objectives upfront. Instructors are encouraged to make the class about learning new course content in a safe environment and not about the mechanics of the course. It is often critical to a student’s wellbeing to address an individual student’s concerns privately during office hours. Graduate students, as instructors of record, may find that they are not much older than many of their students. It is suggested that instructors present their expertise with more formal vocabulary, body language, and dress code.
- There are several units/offices intended to assist instructors of record in improving their teaching and in developing quality teaching portfolios.

Center for Teaching and Learning Excellence (CTLE):

- CTLE is an excellent resource, located on the first floor of the Marriott Library, for assisting all faculty and TA’s to become better educators. CTLE facilitates training programs for new TAs and International TAs
 - See: <http://ctle.utah.edu> Instructors can access “Teaching Assistant Resource Page” information <https://ctle.utah.edu/resources/index.pp>.

Teaching and Learning Technologies (TLT):

- TLT, also located on the first floor of the Marriott Library, offers various services to instructors who are interested in integrating technology (generally computer-based) into their course content.
 - See: <http://tlt.utah.edu>, The TLT staff maintains and administers the server for Canvas, software for online courses, and online instructional.

Add/Drop/Withdrawal Period:

- Instructors of record should download new rolls from the Faculty Center tile in CIS. Instructors quickly become aware that students ‘shop around’ just before and at the beginning of the semester. The class roll sheet can change dramatically from the day-to-day. After the semester begins, a student will need a permission number from the instructor to add the course to their schedule.

- See the University policy at <http://regulations.utah.edu/academics/guides/instruction/courseContents.php>
- Enrollment caps are set by the department chair and reviewed regularly. If the class is not full, the instructor is encouraged to distribute permission numbers to reach the cap. One may also add students above the cap but should consider the impact on effective teaching and the needs of the students who can expect attention.
- Waitlists are a way to help control the total number of students trying to enroll in a course. The waitlist system is available through the registration office and applied to a course once the instructor has discussed this with their area head. The department office coordinator requests the service to be added to a course. If a class is full when a student registers, wait listing allows a student to add their name to an electronic waitlist and potentially be added to the class if space opens. Wait listing is not a guarantee to enrollment into a class. Please refer to <https://registrar.utah.edu/register/waitlisting.php> for information on how the waitlist. If your class is full and is not on the Registrar's waitlist, students should contact the instructor of record directly. University policy holds that any student who has not appeared in a class by the third-class session may be "replaced" by another student from the waiting list. Instructors should remind the class verbally that students are responsible for add/drop/withdrawal forms submitted to the office of the Registrar. Feel free to discuss the appropriate class size with the department chair.

Late Add:

Instructors of record must verify that only students officially enrolled for the course are in the classroom. While it is the responsibility of the student to ensure proper registration for classes, the instructor should notify students when their name is not on the class roll that they must register for the course before the University deadline. The department chair will not sign late add forms after the census date (the day on which student credit hours are calculated for each department). Inability to reach the instructor, computer failure, lack of proper permission number, and other similar excuses will not be accepted. The department must rely on the instructor to prevent this situation.

Mid-Course Review:

The department is committed to peer and supervisory review of classes taught by all faculty and graduate students. TA Instructors of Record are expected to have a review at least once during the semester; the TA will contact CTLE to select a suitable day to provide the best feedback on teaching methods and communication skills. CTLE offers free to all instructors of record a variety of mid-semester evaluation options, including online evaluations, group discussion evaluations, and video observation. These evaluations can help the instructor to judge how well the course is going and what adjustments one may want to make. Please visit <https://ctle.utah.edu/services/class-observation.php> for further information.

Homework, Midterms, Projects, Studio Class Critiques, Final Exams:

Feedback, regularly given to each student throughout the course, is an obligation that meets the University's accountability requirement. Project grades, constructive comments

on written homework, and/or regular studio critiques in class can inform a student of their standing and help the student focus on learning. Each student should receive at least one grade by the middle of the semester. One or two written examinations spaced equally apart and/or multiple studio class critiques are the primary means of evaluation of student performance. In lecture courses, one-day reviews led by the instructor or by student teams can benefit students in determining how to organize course material. In studio courses, group critiques should be scheduled during a class session. They can also function as a learning exercise for students to become familiar with the work of their fellow students and to see how individuals have tackled visual problems in different ways. Instructors should encourage students to ask questions, both instructors and of each other.

Display of Artwork in the Building:

Two-dimensional student work can be displayed in certain building corridors, chiefly on the second and third floors, for studio critique and for the display of artwork for other students. It is customary to consult with the area head of Painting and Drawing for the third-floor corridor and the area heads of Graphic Design, Photography, or Printmaking for the second-floor corridors. On occasion, when the Alvin Gittins Gallery is not scheduled, instructors are permitted to install student artwork for display and group critique. Please verify the availability of the gallery and obtain permission from the Gittins Gallery faculty liaison before installing the work. Display cases near the first-floor entrances and Mini Galleries are available to showcase student work through faculty requests and departmental SAC competitions. In the interests of fairness, it is helpful to put at least one example of each student's work up, not just selected individuals.

Final Project Critiques and Exams:

University policy has established that instructors of record teaching studio classes should schedule the final group critique during the last week of class. The administration of final written exams is held during finals week according to the University schedule, so no student is faced with overlapping final exams.

Online Grading:

Final grades for students in each class are submitted online by the instructor of record. The instructor should assign a letter grade for each student on the class roll (excepting those students who officially withdrew) since non-letter grade options are known only to the student and the office of the Registrar. The computer software will automatically change the grade of those students who have elected to take the course pass/fail or credit/no credit. University policy states that a student must complete approximately 80% of the course requirements before any discussion of an Incomplete for the semester takes place. Also, instructors are strongly encouraged to set and announce a policy of extraordinary circumstances (e.g., severe illness) that must be demonstrated in writing to merit an Incomplete grade. If an instructor grants an Incomplete, students should expect to sign a written agreement about how and when they will finish the course requirements for a final letter grade. Students are permitted twelve months to finish the course, and after grading the final requirements, the instructor will fill out a change-of-grade form through

the department office. The University changes an incomplete to a failing grade if no form is submitted within one year. If the instructor of record does not plan to be employed at the time the student may complete the course requirements, all student work and written materials must be submitted to the department senior academic advisor for tracking. For further instructions on how to use the online grading system, please visit http://registrar.utah.edu/_pdf/egrade-manual.pdf.

Course Evaluations:

Students can complete an anonymous questionnaire for each class before viewing the final letter grade earned in the course. The instructor of record's teaching portfolio and annual review for rehire will be strengthened by a high percentage of enrolled students participating in the evaluation. The greater number of students will mean a more balanced and constructive evaluation. The instructor will receive a summary of the course evaluations for the class at the beginning of the following semester/term.

University Policies and Services

The operation of the University of Utah is governed by its Policies and Procedures Manual (PPM). Other offices also establish policy statements related to teaching. Instructors of record are encouraged to review the following policy web sites and to note the University services for their students or themselves.

Student Code: www.admin.utah.edu/ppmanual/8/8-10.html. The section includes information on the grade appeals process.

Student Handbook: <https://registrar.utah.edu/handbook/index.php>

Faculty Code: A Faculty Handbook has been prepared by the Vice President's office with a series of useful web sites about rights and privileges at <http://regulations.utah.edu/academics/6-316.php>

Sexual Harassment/Consensual Relationships: <http://regulations.utah.edu/human-resources/5-107.php>

Content Accommodation: <https://academic-affairs.utah.edu/wp-content/uploads/sites/3/2015/03/accommodations-policy-background.pdf>

Tutoring Center: They provide tutoring services by appointment for students in many undergraduate classes. "Alternative Tutoring Services" link is a PDF file also for specialized disciplines <http://tutoringcenter.utah.edu> 581-5153).

Testing Center: Administration of both standardized placement exams and individual class make-up exams. Please visit <https://testingcenter.utah.edu>/<https://testingcenter.utah.edu/> 581-8744).

Counseling Center: Career development, learning skills, personal and relationship issues, crisis intervention, and tutoring (<https://counselingcenter.utah.edu/> 801-581-6826).

Center for Disability Services: Accommodations and support for the educational development of students with physical and learning disabilities <http://disability.utah.edu> 801-581-5020).

Women's Resource Center: Focus on women's needs and services such as single parent concerns, support for non-traditional students, and gender issues. <https://womenscenter.utah.edu> 801-581-8030

Student Health and Medical Services:

*All injuries must be reported to the department Facilities Supervisor. *

- Student Health Service—University Wasatch Clinics, (801) 581-6431
- University Family Health Center—University Wasatch Clinics, (801) 581-8000
- Community Counseling Center (drug/alcohol problems), (801)355-2846
- Salt Lake County Health Department (information services), (801) 468-2750
- Poison Control Center (24-hour services), (800) 222-1222
- Emergency Ambulance Service 911 or (801) 581-2291
- Hospital Emergency Rooms Urgent illness or injury treated at the following the: University of Utah Hospital, (801) 581-2291

Department Staff

GRADUATE COORDINATOR: Sandi Crook: s.crook@utah.edu

ACCOUNTANT: Janet Soller: j.soller@utah.edu

FACILITIES SUPERVISOR: Shawn Porter: sop1@utah.edu

VISUAL RESOURCES SPECIALIST: Amelia Walchli: amelia.walchli@utah.edu

3D SHOP TECHNICIAN: Naomi Marine: naomi@naomimarine.com

APPENDICES

Sample Syllabus Information

These guidelines have been issued by Undergraduate Studies to inform students better about course content and course structure. The syllabus essentially serves as a guide between the instructor and the student. Better clarity about all aspects of the course can reduce the number of student grievances and questions about grades. Please visit CTLE's website for more information on how to set up your syllabus. <https://ctle.utah.edu/resources/syllabus.php>

Below is a template based on the College of Fine Arts Syllabus Template. Items are marked as required or suggested based on the Center for Teaching & Learning Excellent Syllabus Checklist.

Syllabus Template

CFA SUGGESTED SYLLABUS TEMPLATE—A STARTING POINT

Course Number and Title – *(required)*

Department offering the course – *(suggested)*

Term/Year – *(suggested)*

Pre-requisite – *(required)*

Indication if this class meets a GE requirement – *(required)*

Credits – *(required)*

Time – *(required)*

Location – *(required)*

Instructor – *(required)*

Personal Pronouns – *(suggested. e.g., She/her/hers; He/him/his; They/them/theirs; Ze/hir/hirs; name only. For more information, see <http://lgbt.utah.edu/campus/resources.php>)*

Email – *(required) Should be a University of Utah email address.*

Phone – *(suggested)*

Preferred Method of Contact – *(suggested. Let your students know your preferred method of contact.)*

Office Location & Hours – *(required: "Faculty members must maintain regular office hours during which they are available for consultation with students or otherwise assure their accessibility to students.")*

Course Fee Explanation *(required if any courses fees are charged)*

- State that fees are "included in tuition." Describe what the fee covers.

Course Description *(required)*

- Provide the course description exactly as published in the official catalog.

Course Overview *(suggested)*

- This is a more extended course description: e.g., provide more details, address the specific topics to be covered this semester, or explain the overall structure/outline of the course.

Teaching and Learning Methods (*required*)

- Identify which of the following will be included in the class: Lecture, discussions, exploring case studies, experiential learning, problem-based learning, studio time, screenings, performances, presentations, demonstrations, rehearsals, critiques, group work, hybrid, flipped, etc.

Course Objectives (*required*)

- Objectives should directly connect to course content, methods, and assignments.

At the end of this course, students will be able to:

(Some options from Bloom's Taxonomy)

1. Remembering: define, duplicate, list, memorize, recall, repeat, reproduce, state
2. Understanding: classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase
3. Applying: choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write
4. Analyzing: appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test
5. Evaluating: appraise, argue, defend, judge, select, support, value, evaluate
6. Creating: assemble, construct, create, design, develop, formulate, write, perform

Required Texts/Reading (*required*)

- Use standard bibliographic format as a model for students. Identify where students can access the material.

Examples:

Kelley, Jessen L. "The Material Efficacy of the Elizabethan Jeweled Miniature: A Gellian Experiment," in *Art's Agency and Art History*. Edited by Robin Osborne and Jeremy Tanner (Oxford and Malden, Mass.: Blackwell, 2008), 114-134.

Kyan, Winston C. "Family Space: Buddhist Materiality and Ancestral Fashioning in Mogao Cave 231," *The Art Bulletin* 92, nos. 1-2 (March/June 2010): 61-82.

List of Supplies (*suggested*)

- Provide a list of supplies students need to purchase, with suggestions for where to find them.

Facility and Equipment Use (*suggested*)

- Describe expectations for cleanup and care of facilities and equipment. Explain any departmental policies here.

Grading Policy (Evaluation Methods & Criteria) (*required*)

- List each category of activity that will be graded, along with the percentage and due dates.

- Identify the specific types of activities: e.g., exams (multiple-choice, essay, mixed?), papers, journals, artwork, films, performances, etc.
- Provide a grading scale: e.g., A > 94%, your point scale, or whatever scale you use.
- State your late assignment/misplaced assignments policy.

Attendance and Punctuality Policy (*required*)

If attendance and/or punctuality are required, the policy must be clear, rational, and well explained. Any impact on grades must be sequential and provide predictable steps. The following policy must be addressed in your syllabus:

Policy 6-100III-O: “The University expects regular attendance at all class meetings. Instructors must communicate any attendance requirements of the course to students in writing on or before the first class meeting. Students are responsible for acquainting themselves with and satisfying the entire range of academic objectives and requirements as defined by the instructor.”

Additional Policies (*suggested*)

- For example, Food & Drink, CANVAS, Late & Missed Work, and/or anything else important to the instructor.
- Some faculty members forbid **electronic devices** (e.g., laptop, tablet) in their classrooms. If you make this choice, keep in mind that many of our students have accommodations authorized by the Center for Disability & Access that require the use of electronic devices. If you forbid electronic devices you nevertheless still must allow students with official accommodations to use their devices in class. In addition, not all students who benefit from learning with electronic devices will have accessed the Center nor even have a disability that “rises to the level” of receiving the official accommodation. Given that electronic devices support the learning style of many of our students, if your policy is to forbid electronic devices you will draw attention to those students’ learning needs and imply a potential disability. Therefore, we recommend that you consider alternative ways of ensuring student engagement during class. Here is some suggested language that might be useful to you: Full engagement during class time is required, and disruption/distraction will not be tolerated. Please be aware that your laptop/mobile device screens are visible to those around you, including everyone sitting behind you. I strongly encourage you to think about issues of privacy and classroom/university decorum when using technological devices in the classroom, as well as to reflect on what strategies help you remain most engaged with class.

Student names and personal pronouns. (*required*)

This is a strongly recommended statement that when included will make students who go by another name as well as students who have a desired personal pronoun feel supported and welcomed in your class. For more resources please visit Personal Pronouns https://lgbt.utah.edu/campus/faculty_resources.php.

Verbiage for this statement from the LGBT Resource Center:

Class rosters are provided to the instructor with the student’s legal name as well as “Preferred first name” (if previously entered by you in the Student Profile section of your CIS account). While CIS

refers to this as merely a preference, I will honor you by referring to you with the name and pronoun that feels best for you in class, on papers, exams, group projects, etc. Please advise me of any name or pronoun changes (and update CIS), so I can help create a learning environment in which you, your name, and your pronoun will be respected. If you need assistance getting your preferred name on your UID card, please visit the LGBT Resource Center Room 409 in the Olpin Union Building, or email bpeacock@sa.utah.edu to schedule a time to drop by. The LGBT Resource Center hours are M-F 8am-5pm, and 8am-6pm on Tuesdays.

Accommodations Policy (*required*) (<http://regulations.utah.edu/academics/6-100.php>).

Here is some possible language you might like to use on your syllabus:

You could quote policy 6-100: “Students are expected to take courses that will challenge them intellectually and personally. Students must understand and be able to articulate the ideas and theories that are important to the discourse within and among academic disciplines. Personal disagreement with these ideas and theories or their implications is not sufficient grounds for requesting an accommodation. Accommodations requested on such grounds will not be granted. The University recognizes that students’ sincerely held core beliefs may make it difficult for students to fulfill some requirements of some courses or majors. The University assumes no obligation to ensure that all students can complete any major. It is the student’s obligation to determine, before the last day to drop courses without penalty, when course requirements conflict with the student’s sincerely-held core beliefs. If there is such a conflict, the student should consider dropping the class. A student who finds this solution impracticable may request a content accommodation from the instructor. Though the University provides, through this policy, a process by which a student may make such a request, the policy does not oblige the instructor to grant the request, except in those cases when a denial would be arbitrary and capricious or illegal. This request must be made to the instructor in writing, and the student must deliver a copy of the request to the office of the department Chair or, in the case of a single-department college, to the office of the Dean. The student’s request must articulate the burden the requirement would place on the student’s beliefs.”

You could write your own statements, for example:

- I may provide schedule accommodations for those who have a conflict that involves religious/spiritual observances, documented and University-sanctioned activities (e.g., athletics, debate tournaments, etc.), and short-term family or medical-related emergencies. Except for medical or family emergencies the student must alert the instructor **prior to missing class**. All make-up assignments should be completed *prior to* class being missed.
- Some of the lecture, discussion, readings, or other materials in this course may include information, ideas, and/or theories that conflicts with the **core-beliefs** of some students. For example, some of the material we screen/view may be rated “mature” and/or deal with issues such as sexuality and violence. These are appropriate topics for a class in [Department Name], and they are necessary for a full understanding of [course topic]. Please review the syllabus carefully to be sure this is a course you are committed to taking.

Faculty and Student Responsibilities (*required: here are some suggestions*)

All students are expected to maintain professional behavior in the classroom setting, according to the Student Code (Policy 6-400), spelled out in the Student Handbook. Students have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. Students should read the Code carefully and know they are responsible for the content. According to Faculty Rules and Regulations (Policy 6-316), it is the faculty responsibility to enforce responsible classroom behaviors, beginning with verbal warnings and progressing to dismissal from class and a failing grade. Students have the right to appeal such action to the Student Behavior Committee.

“Faculty...must strive in the classroom to maintain a climate conducive to thinking and learning.” (6-316)

Defining Plagiarism: “Plagiarism means the intentional unacknowledged use or incorporation of any other person’s work in, or as a basis for, one’s own work offered for academic consideration or credit or for public presentation. Plagiarism includes, but is not limited to, representing as one’s own, without attribution, any other individual’s words, phrasing, ideas, sequence of ideas, information or any other mode or content of expression.” (Policy 6-400, Student Code)

Resources (some *required*; some *suggested*)

(Include as many of these as you would like in whatever order you would like. Federal law requires that we include the ADA statement.)

Arts Pass (*suggested*)

Arts Pass is what makes it possible for students to use their UCard to get free/discounted tickets to hundreds of arts experiences on campus each year. This is open to all University of Utah students and includes screenings, performances, concerts, and exhibitions by our students and faculty, and also provides free or discounted access to the professional arts organizations on campus: UtahPresents, Pioneer Theatre Company, and the Utah Museum of Fine Arts. To learn more about Arts Pass and a schedule of upcoming events visit this website: finearts.utah.edu/arts-pass

Americans with Disabilities Act (ADA) Statement (*required*)

The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to plan for accommodations. All information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

Addressing Sexual Misconduct (*required*, at minimum instructors must include the contact information of the Title IX Coordinator)

Title IX makes it clear that violence and harassment based on sex and gender (which

Includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

American Indian Resource Center (*suggested*)

The mission of the American Indian Resource Center (AIRC) is to provide academic support, career counseling, mentoring, and program activities for the University of Utah's American Indian community and campus community. The AIRC provides an inclusive, supportive, and nurturing environment to assist American Indian students in their journey towards academic, professional, and personal success. In addition, the AIRC aims to provide academic and cultural programs that promote American Indian sovereignty, self-determination, history, arts, ontology, and epistemology.
<http://diversity.utah.edu/students/airc/airc-mission>

ASUU Tutoring Center (*suggested*)

The ASUU Tutoring Center provides individual tutoring (\$7 per hour) and group tutoring sessions (\$4 per hour) for currently enrolled University of Utah students. Students can receive assistance for a wide range of subjects at a reasonable rate, thanks to the Associated Students of the University of Utah who help defray the cost of tutoring. Tutoring is very flexible. Depending on the availability of the tutor you select, appointments may be set for any time including evenings and weekends, and always at a location that is convenient for the tutor and student. For additional information call 801-581-5153 or visit the ASUU Tutoring Center in Rm. 330 SSB.
<http://tutoringcenter.utah.edu>.

Campus Safety (*required*)

The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu.

Career Services (*suggested*)

The University provides a variety of career services that you can access throughout your time at the University. 201 S. 1460 E, Room 350. <http://careers.utah.edu>, 801-581-6186.

Center for Ethnic Student Affairs (*suggested*)

The living mission of the Center for Ethnic Student Affairs (CESA) is to provide support to students of color at the University of Utah. While primarily serving the needs of African American, American Indian, Asian American, Latina-Latino, and Pacific Islander students, CESA promotes an environment of acceptance that honors all forms of diversity. The center is committed to providing programming that assists students in navigating cultural, economic, social, and institutional barriers to achieve academic excellence.
<http://diversity.utah.edu/students/cesa>.

Center for Wellness & University Counseling Center (*required*)

Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness - www.wellness.utah.edu; 801-581-7776; and the University Counseling Center: <http://counselingcenter.utah.edu>, 801-581-6826.

Learners of English as an Additional/Second Language (*suggested*)

If you are an English language learner, please be aware of several resources on campus that will support you with your language development and writing. These resources include: the Department of Linguistics ESL Program (<http://linguistics.utah.edu/esl-program/>); the Writing Center (<http://writingcenter.utah.edu/>); the Writing Program (<http://writing-program.utah.edu/>); the English Language Institute (<http://continue.utah.edu/eli/>). Please let me know if there is any additional support you would like to discuss for this class.

LGBT Resource Center (*suggested*)

If you are a member of the **LGBTQ community**, I want you to know that my classroom is a safe zone.* Additionally, please know that the U of Utah has an LGBT Resource Center on campus. They are in Room 409 in the Oplin Union Building. Hours: M-F 8-5pm. You can visit their website to find more information about the support they can offer, a list of events through the center and links to additional resources: <http://lgbt.utah.edu/>. Please also let me know if there is any additional support you need in this class.

*What is a Safe Zone? The LGBT Resource Center offers Safe Zone trainings for faculty, staff, and instructors at the U. The aim of the training is to promote inclusive teaching and foster a respectful, safe environment for lesbian, gay, bisexual, transgender, queer, and questioning individuals in our classrooms. To define your classroom as a Safe Zone, you need to participate in this training.

Office of Equity and Diversity (*suggested*)

The University of Utah is deeply committed to enhancing the success of diverse faculty, students, and staff, as part of our broader goal to enrich the educational experiences and success of all members of our University community. We recognize that a diverse and inclusive University enriches the educational experiences of all students and enhances our excellence as a world-class institution for 21st Century learners. The Office for Equity and

Diversity is proud to lead the University's efforts to support the success and achievement of faculty, students, and staff who self-identify as African American, Latina/o or Chicana/o, Asian American, Pacific Islander, American Indian, members of the Lesbian, Gay, Bisexual, Transgender and Questioning community, and women in underrepresented fields. <http://diversity.utah.edu>, 801-581-7569.

Veterans Center (*suggested*)

If you are a student veteran, I want you to know that the U of Utah has a Veterans Support Center on campus. They are in Room 161 in the Olpin Union Building. Hours: M-F 8-5pm. Please visit their website for more information about what support they offer, a list of ongoing events and links to outside resources: <http://veteranscenter.utah.edu/>. Please also let me know if you need any additional support in this class for any reason.

Women's Resource Center (*suggested*)

The Women's Resource Center (WRC) at the University of Utah serves as the central resource for educational and support services for women. Honoring the complexities of women's identities, the WRC facilitates choices and changes through programs, counseling, and training grounded in a commitment to advance social justice and equality. <http://womenscenter.utah.edu/>

The Writing Center (*suggested*)

If writing is difficult for you, if you're new to college and don't yet feel quite able to meet college writing expectations, or if you simply would like to improve your writing, I encourage you to visit the Writing Center: www.writingcenter.utah.edu. 587-9122.

Assignments (*suggested*)

- You can provide a complete summary/details of assignments here or provide a brief overview and elaborate in class, on handouts, or in CANVAS. Provide grading percentages and due dates.
- If you grade Participation, include an explanation of what you expect here: e.g., in class, online, questions, critiques, etc.

Tentative Schedule (*required: here is a sample template for representing content and due dates*)

Week/Date	Topic	Read/View/Produce Assignment (complete by date)	Assignment Due (due on this date)

Non-Contract Statement (*suggested*)

This syllabus is meant to serve as an outline and guide for the course. Please note that the instructor may modify it at any time with reasonable notice to students. The instructor may also modify the Schedule at any time to accommodate the needs of the class. Should you have any questions or concerns about the syllabus, it is your responsibility to contact the instructor for clarification.

Copyright 20XX, Your Name (*suggested*)

Graduate TA Time Sheet

The Graduate TA is responsible for all duties explained in the TA Responsibilities Worksheet. Teaching Assistants are required to work up to the total hours listed in the TA's Contract and the Responsibilities form. The hours can be rolled over from week to week.

Graduate TA instructor of record, a student with instructional responsibilities, may include but not limited to lecturing, conducting studio work, online instruction, grading, tutoring, and holding regular office hours.

Graduate Assistants to an instructor of record should allow for 8-10 hours for studio cleanup at the end of the semester.

Week	In Class Hours	Out of Class Hours Describe work accomplished
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		

As stated in the TA Handbook: The TA will keep a weekly log of hours worked and submit the form to the faculty member for review and the department chair at the end of the semester. Please maintain this form weekly.



TA Responsibility Worksheet

Please fill this out with the graduate student and have them return it to the Graduate Secretary prior to the end of the first week of classes. The form can be filled out electronically using Adobe Acrobat DC.

Graduate Student (TA): _____

Semester: _____

Faculty Member (Instructor of Record): _____

Course(s): _____

Days & Times: _____

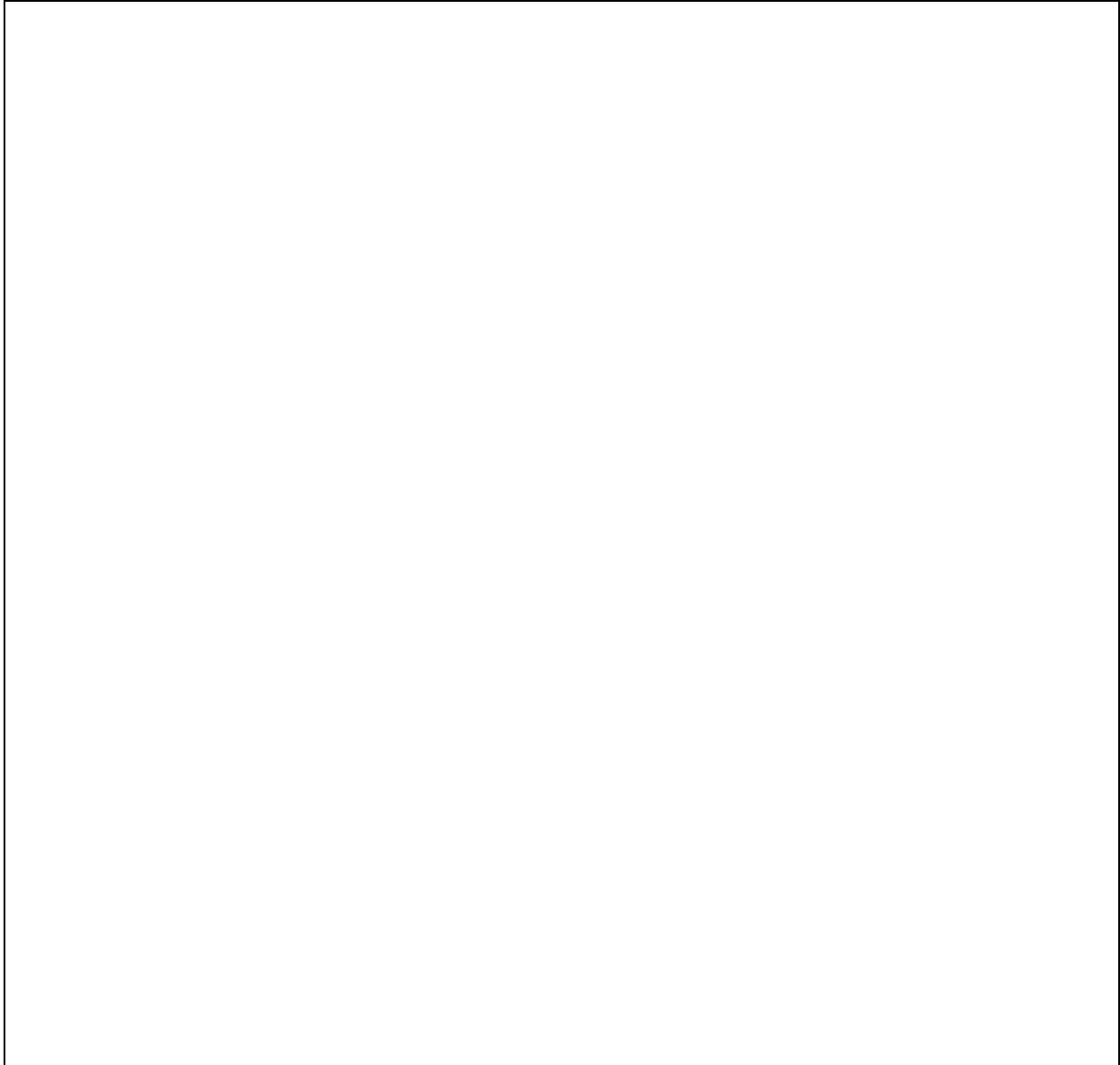
Max. Hours of Work Per Week: _____

(The graduate student will fill out a timesheet to document the hours.)

List of Responsibilities:

Please list the expected duties of the TA and be specific. For example: the graduate student will participate during critiques; mentor undergrad students during or after a demonstration; help with grading, such as only entering grades into Canvas; help set-up or breakdown your classroom; or any other specific responsibilities you believe will benefit your course(s) and the graduate student.

It is understood there will be, from time-to-time, responsibilities required by the graduate student not listed on this worksheet.



Signatures:

Faculty Member _____

Date: _____

Graduate Student: _____

Date: _____