



THE MEDIA SCHOOL

INDIANA UNIVERSITY

NEW ADJUNCT INSTRUCTOR WELCOME BOOK



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I. ABOUT US

What is The Media School?

The Media School combines decades-long traditions of journalism, communication, film studies, and creative practices with a commitment to preparing students for 21st-century media careers.

Our graduates are journalists and marketing professionals, advertising executives and public relations experts, filmmakers and directors, scholars, game designers, and researchers.

Our faculty members have a set of experiences that are just as varied. Media School faculty consists of Pulitzer Prize and Emmy winners, internationally recognized scholars and writers, filmmakers, and game designers.

Together, we are creating the media landscape of the future.

Mission Statement

The Media School was created to foster excellence in the practice and study of the media arts and sciences. We seek to understand media in all of their historical and evolving aspects. We aspire to train students to be ethical and creative practitioners in media fields, produce and disseminate media products of the highest caliber, and conduct research that analyzes media messages and their social impact. The Media School serves the State of Indiana, the nation, and the world in helping to create a media environment that pursues and honors the true and the good.

Core Values

These are the core values of The Media School:

- We prize the search for fairness, balance, and truth.
- We strive to produce work that meets the highest professional and creative standards.
- We aim to extend the boundaries of knowledge and critical thinking about the roles that media play in contemporary life.
- Freedom of expression and unfettered access to media are foundational to our concept of the school.
- We encourage diversity of thought and welcome all forms of expression, including those with which we may disagree.
- We are committed to the rights of all to participate in what we have to offer, including under-represented minorities and groups that have not traditionally had places at the academic table.

The Media School is committed to the pursuit of an inclusive and representative media industry to ensure all stories are told. We pursue diversity among our students, staff, and faculty and support the academic study of the work of underrepresented media makers, as well as representation in media and its effects on society. See the [diversity page](#) on the school's website for more details on how we are pursuing this goal.

The Media School's [strategic plan](#) is available on the intranet, as is the [governance document](#).

While The Media School was established in 2014, it includes schools and departments that have a rich history. We are home to the 100-year-old journalism program and the more than half-century-old telecommunications and film studies departments.

Programs

We offer degree programs at every level intended to prepare students for a variety of careers.

Undergraduate programs:

- Bachelor of Arts in Journalism
- Bachelor of Arts in Media
- Bachelor of Fine Arts in Cinematic Arts
- Bachelor of Science in Game Design

Graduate programs:

- Master of Science in Media
- Master of Arts in Media Arts & Sciences
- Ph.D. in Media Arts & Sciences

Our degree programs contain a number of academic concentrations, and most Media School students self-identify as being a part of one of these concentrations. The list of Media School concentrations includes:

- Cinema and Media Studies
- Film, Television and Digital Production
- Interactive and Digital Media
- Media Advertising
- Media Management, Law and Policy
- Media Science
- Media Technologies, Games and Culture
- News Reporting and Editing
- Public Relations
- Sports Media

Our Facilities

Franklin Hall serves as the main headquarters of The Media School. Built in 1907, the building's exterior reflects its history as a campus library, but the interior points to the future. After a \$21 million renovation, Franklin Hall houses the latest technology for digital media and communications:

- Central commons, with a glass ceiling and interactive 24-foot-by-12-foot screen
- The Ken and Audrey Beckley TV studio, equipped with eight HD cameras and fiber connections to the Radio-Television Building and the Mark Cuban Center for Sports Media and Technology
- Studios for student media and classroom production
- Game design labs
- Student media space for the Indiana Daily Student, Arbutus, IUSTV, WIUX, and American Student Radio
- Audio and video production equipment for student [checkout](#)

The Media School also has offices and studios in the [Radio-Television Building](#) (RTV). Approximately 10 percent of our faculty offices are in RTV, and roughly half of our teaching occurs there. RTV includes a digital infrastructure that was recently upgraded with new wiring, wireless networking, and broadband cable. Integrated digital signals can be distributed internally and externally to other locations on the Bloomington campus, to other IU campuses, and via fiber and satellite to the state and beyond.

The [Black Film Center & Archive](#) is also part of The Media School but is located in the Herman B Wells Library. The Black Film Center & Archive is the only archival repository in the world that is wholly dedicated to collecting, preserving, and making available historically and culturally significant films by and about Black people.

Administration

You can find a list of our current administration, including deans; unit directors; undergraduate, graduate, and honors directors; and staff directors [here](#).

The current director of undergraduate studies (DUS) is [Galen Clavio](#) (gclavio2@indiana.edu). Other members of the DUS office include [Becky Kehrberg](#) (bkehrber@indiana.edu), scheduling coordinator, and [Marilyn Behrman](#) (mbehrman@indiana.edu), undergraduate administrative services coordinator. Contact the DUS with questions about your teaching assignment, classroom assignment, grading and enrollment, and technology issues.

To schedule an appointment with Interim Dean [Walter Gantz](#) or Associate Dean [Radhika Parameswaran](#), contact [Elizabeth Karon](#) (ekaron@iu.edu), executive assistant to the deans, at 812-856-4513.

Faculty and Staff

The Media School is home to 72 faculty members and 39 staff members. As of 2021, the faculty identified as 65 percent male and 35 percent female. The faculty has grown since the school was founded yet the tenure-track versus non-tenure-track faculty ratio has stayed relatively consistent. Faculty belong to four different units: Cinema and Media Studies (CIMS), Communication Science (COMS), Journalism (JOUR), and Media Arts and Production (MAP).

II. GETTING STARTED AT IU

Hiring and Orientation

Your first step to being officially hired by The Media School will involve signing your hiring paperwork, filling out tax forms, and successfully completing a background check. You will be contacted initially by [Marilyn Behrman \(mbehrman@indiana.edu\)](mailto:mbehrman@indiana.edu), undergraduate administrative services coordinator, regarding the hiring document, and you will work with The Media School Financial Office to complete your paperwork. You must have the entire process completed before the semester begins.

If you are teaching an in-person course, you are invited to tour our facilities and classrooms. The Media School is located primarily in two buildings on campus:

- Franklin Hall, located directly north of the Sample Gates on Indiana Avenue
- Radio-TV Building, located on the south end of the Arboretum

Contact Galen Clavio (gclavio2@indiana.edu), director of undergraduate studies, to schedule a tour of Franklin Hall or the Radio-TV Building.

Electronic accounts and email

New instructors can create their first IU computing accounts [online](#) as soon as their appointments have been processed by IU Human Resources. You will use your last name, your birth date, and your 10-digit university ID to log into the system. If you don't yet know your ID number, you can contact Janet Laughlin (jalaughl@indiana.edu), accounting associate, or Bobbie McCammon (btreadwa@iu.edu), accounting associate.

For assistance with these issues and many other technology-related topics, visit the [University Information Technology Services \(UITS\)](#) website. Check out their [Getting Started Guide](#).

Please ensure that you are set up to receive emails from the Adjuncts and Instructors Listserv: tmsadjunct-l@list.indiana.edu. Contact Galen Clavio (gclavio2@indiana.edu), director of undergraduate studies, to become a member of the Listserv.

DUO two-factor authentication

After creating your computing accounts, you will need to enroll in DUO, IU's two-factor authentication system by following [these instructions](#).

New employee activity guide

One.IU.edu, a centralized "app store" that requires an IU login, includes a link to the New Employee Activity Guide, which will walk you through setting up your direct deposit and completing your tax paperwork.

Once your employee information is set up, it can be accessed (via [One.IU](#)) in the Employee Center which offers many self-service tools, including:

- Direct Deposit
- View Paycheck and Year to Date Totals Online
- Tax Information

Timekeeping

Most adjunct instructors are paid once a month; however, we do have some instructors who are paid biweekly. You will be notified if this is the case, and you must log your hours in Quali Time (via [One.IU](#)). See the training resources for more information.

Workspaces

Due to space limitations, The Media School cannot offer adjunct instructors permanent or shared office space. However, there are plentiful open locations within the Franklin Hall office stacks for you to work, meet with students, and hold office hours if you so desire. If you would like to reserve one of these areas for this type of work, contact Becky Kehrberg (bkehrber@indiana.edu), scheduling coordinator.

Printing and duplicating

Other than exams or materials that must be in print form, instructors should post classroom materials online via Canvas. If you need paper copies made of an exam, please contact Darla Crawford (djraines@indiana.edu) and send your request to mschcopy@indiana.edu at least 72 hours in advance. Check the intranet for more details about printing.

Your IU ID CrimsonCard

You can obtain your university-issued ID card, or CrimsonCard, once your hire is finalized in University HR systems. CrimsonCard is the official photo ID card for all IU campuses, available to students, faculty, and staff. It provides access to a variety of essential services and features, including:

- Secure entry to buildings, including Franklin Hall. Once you have your card, please contact [Mike Gray \(kemgray@indiana.edu\)](mailto:kemgray@indiana.edu), assistant director of facilities/building manager, at 812-855-4835 so he can grant you building access.
- Printing services, including Franklin Hall copier and print release access
- University libraries
- Dining points and meal plan swipes
- Sports and recreation facilities
- Payment and discounts at participating retailers

Click [here](#) for instructions on obtaining your CrimsonCard.

Parking

You must have a university-issued permit to park on campus. As an IU employee, you are eligible to purchase a parking permit through the Office of Parking Operations.

Do not park in a permit-designated spot without a permit. Parking Operations is quick to issue citations.

Street parking is available in the near vicinity of Franklin Hall, in metered form. The Poplars parking garage on 6th Street between Grant and Dunn Streets can be parked in using the ParkMobile app on your phone during the day. Parking is free in that garage after 5 p.m.

Employee Profiles on the Website

Please take a few minutes to [set up your profile](#) on The Media School website. You may also [log into the intranet](#), hover over the “Communications” heading and then click on “Website Profiles.” Text changes can be made at any time.

You will be alerted when staff photographers will be available to take bio photos. For questions about profile page photos, please contact Audrie Osterman (osterman@indiana.edu), digital content manager/editor.

Campus HR New Employee Resources

IU’s new employee orientation course introduces you to the design and culture of the university and outlines employee programs and benefits. If you have not already received notice of this course, you can enroll on the [HR website](#).

Facilities, Space, Lost and Found

Rooms such as conference rooms or classrooms can be reserved in Franklin Hall or RTV. Access 25LivePro (via [One.IU](#)) and submit the “event form” in the top banner to request a room reservation. Contact [Becky Kehrberg](#) (bkehrber@indiana.edu), scheduling coordinator, at 812-855-7961 with questions about room reservations.

The equipment checkout desk, Room 120, holds the lost and found for Franklin Hall.

If you have questions about our facilities, please contact [Jay Kincaid](#) (jaykinca@indiana.edu), director of facilities and technology. To report burned-out light bulbs, malfunctioning clocks, heating/cooling issues, or other building service needs, contact [Darla Crawford](#) (djraines@indiana.edu), administrative assistant/assistant building manager, at 812-855-9248.

Share your news

Did you win an award? Do you have an academic event you would like to share? To submit news for inclusion in the website’s news section, in newsletters, or on social media, please complete this [form](#).

For assistance with planning events, designing print materials, or creating a website, please contact [Anne Kibbler](#) (akibbler@indiana.edu), director of communications and media relations.

III. TEACHING AND INSTRUCTIONAL RESPONSIBILITIES

The Media School commits to serving the students who come to Bloomington from across Indiana, the United States, and around the world, the media professions that our students join upon graduation, and the greater society they serve. In meeting these goals, we must provide the best possible instruction in media research, production, and professional craft.

The School maintains a flexible and forward-looking curriculum that meets the educational needs of students pursuing careers in the rapidly changing professions we serve.

The School promotes innovative course delivery and design, including short-term and low-credit courses to facilitate exposure to emerging topics, issues, and technologies.

Faculty Instructional Responsibilities

The Media School follows campus guidelines on faculty members' teaching responsibilities.

The Bloomington Faculty Council charges the Vice Provost for Faculty and Academic Affairs to communicate to the faculty each semester that: Faculty members teaching courses have the responsibility to provide instruction as scheduled. Variations from the schedule may occur for a variety of reasons, including illness, professional activities, and pedagogical considerations. When such variations occur, it is the responsibility of the faculty member both to provide equivalent activity for the students in the course and to notify the chairperson of the department offering the course of the schedule change.

(Faculty Instructional Responsibilities section approved by Bloomington Faculty Council 1/20/81)

Faculty members are thus expected to teach all weeks of the semester leading up to the final exam week, and to use their entire class periods to provide instruction.

Code of Student Rights, Responsibilities, and Conduct

The Media School expects all faculty, including adjuncts, to be aware of the [Code of Student Rights, Responsibilities, and Conduct](#)

Student rights go across the areas of education, discrimination, and freedom from harassment.

These rights include:

- Rights in the Pursuit of Education
- Right to Freedom from Discrimination
- Right to Freedom from Harassment
- Right to Access Records and Facilities
- Right to Freedom of Association, Expression, Advocacy, and Publication
- Right to Contribute to University Governance
- Right to Accommodation for Individuals with Disabilities
- Rights of the Student in the Judicial Process
- Rights of Students as University Employees

The most relevant right in the area of teaching is that students have *Rights in the Pursuit of Education*. The classrooms, laboratories, libraries, and studios are the essential learning environments of the university, and the freedom to learn in these environments should be promoted and encouraged by instructors. Students have the right to:

Expect to interact with faculty who act professionally; provide clearly stated class goals; provide clear expectations for class performance and evaluation; meet classes as scheduled; are accessible for office hours, appointments, or consultation; and maintain a clear connection between course content and the most recently approved course description.

Refer to the [Code of Student Rights, Responsibilities, and Conduct](#) for a complete list of details.

Confidentiality of Student Records and Other Data

The Family Educational Rights and Privacy Act (FERPA) is a federal law designed to protect the privacy of education records, to establish the right of students to inspect and review their education records, and to provide guidelines for the correction of inaccurate and misleading data through informal and formal hearings.

Under federal and state law, student academic records are confidential. They are not available to anyone other than the student's academic advisers. Records may be released to parents only if they can provide evidence (usually a redacted IRS 1040 tax return) that their child is a dependent for income tax purposes. Academic records may be discussed with potential employers only with the permission of the student. Additionally, instructors must secure written permission from students before discussing academic records and classroom

performance with parents. Direct any further questions to [Galen Clavio \(gclavio2@indiana.edu\)](mailto:gclavio2@indiana.edu), director of undergraduate studies, or [Eliza Erxleben \(eerxlebe@indiana.edu\)](mailto:eerxlebe@indiana.edu), director of student services.

It is both unlawful and unethical to discuss a student's academic performance with people who do not need to know. However, keep in mind that student records, as well as any personal information a student shares with you, can be subject to subpoena. You should never mislead students into thinking you can guarantee the confidentiality of information they share with you. You do not have a confidential source privilege when working with students.

[Click here](#) for additional information about FERPA.

Required Tutorials and Training

IU HR offers a variety of training opportunities, both on campus and online. A few required trainings are required of most faculty and staff:

- [FERPA for faculty](#)
- [Data Protection & Privacy Tutorial](#)
- [Acceptable Use Agreement](#) (Typically, first signed during the account creation process)
- Sexual Misconduct Policies, Procedures, and Resources: [Employee Training Title IX training](#), required for all [Responsible Employees](#), a category that includes all instructors and all staff in offices that interface with students

Student Care

Some students may arrive in your course needing special accommodations. Students who need these accommodations are responsible for working with the [IU Office of Disability Services](#) and obtaining a memo which is to be shared with you at the beginning of the course. If you have any questions regarding a student's accommodations, it is recommended that you reach out directly to the Office of Disability Services to discuss the situation with that student.

You are responsible for monitoring your students' performances in class and assisting us in noting when a student may be struggling with health or learning issues. If a student goes missing from your course or fails to turn in multiple assignments, you should do one or more of the following:

- [Submit a CARE referral to the Division of Student Affairs](#). This is an anonymous feedback form that notifies Indiana University that a student may be in distress.
- Indicate the student's lack of attendance or participation in the Student Engagement Roster, located in your Canvas site.
- Notify the director of undergraduate studies if a student continues to be non-responsive to your communications.

Comprehensive information on teaching, including some of the areas covered in this handbook, is available on The Media School Intranet within the Teaching tab ([Classroom Procedures](#)).

Technologies for Instruction

You can access many key IU computing systems via [One.IU.edu](#), which is an app-based portal for a variety of functions. Included in One.IU are apps for your personal employee information, your "Faculty Center" with information on the course you are teaching, and [access to IU email via Outlook Exchange](#).

You should be regularly checking your IU email for messages from Media School administration, IU administration, and students. You can access your email via IU Exchange through One.IU, or [via this link](#). You can also set your IU email to forward to a new address within Exchange settings.

If you need to teach live lectures via distance learning, either due to the nature of your course or a temporary pause of in-person activities due to health issues or if you are inviting a guest speaker to your class who is not able to attend in person, you should use the [IU Zoom portal](#). You must have a valid IU login to access IU Zoom.

For more assistance with exploring learning technologies that fit your instructional goals, contact an instructional consultant at the [Center for Innovative Teaching and Learning](#) (CITL). They can help you identify technologies that fit with your learning outcomes, course contexts, and technological experience. For technical help with specific technologies, try the [IU Knowledge Base](#).

Familiarize yourself with any technology or software specific to your course prior to the start of your course. Students value their class or lab time and rely on your guidance to help them learn during that scheduled time.

IV. SYLLABUS

You are responsible for providing a comprehensive syllabus for the course. It is a document that describes the nature of the course, the learning objectives, the rules and policies of the course, the assessment measures of the course, and a description of the assignments students must do within the course.

The syllabus serves as the contract between you and the students in the course. You must have a coherent and clear syllabus structure that outlines what the expectations of students are for the duration of the course. Sample syllabi are available from the director of undergraduate studies' office if you are unsure how to create one.

It is recommended that you include a course calendar that indicates to students the topics they will be learning and what you will cover in each class period.

The syllabus should be posted to Canvas, ideally two weeks before classes begin but before the meeting of the first class.

The syllabus should contain those of the following items that are appropriate for the course:

- Instructor's name, phone number(s), and campus address
- Email where students can contact you directly
- Course number and title
- Course learning outcomes and objectives
- Class meeting times and location
- Office hours
- Semester and year
- Purpose, design, and themes of the course
- Access to all readings and materials, including links for online materials
- Information on the application of class attendance policy
- Teaching methods (lecture, seminar, laboratory, discussions, etc.)
- Grading system (curve, percent, weighting, policy on plus and minus grades, etc.)
- Participation in in-class discussion
- Participation in simulation exercises
- Written assignments: reports, essays, research papers
- Tests/examinations: nature of (essay, multiple-choice, take home, oral, etc.)
- Specific class policies, typed papers, regulations on make-up examinations and/or late papers, etc.
- Schedule of classes and specific reading assignments designated as required and optional readings
- Specified material to be covered in each lecture period and on each exam/quiz
- Mandatory Policy Statements (see page 13 of this handbook)

Many of our Media School courses give final exams, and those exam times are set by the university. To confirm your course's final exam schedule and to learn more about final exam policies, visit the [Office of the Registrar's website](#). Please note that some courses may be better suited for a final project instead of a final exam. If you are unsure about what would be most appropriate for your course, please consult with the director of undergraduate studies (DUS). If you decide to arrange for an alternative time for your final exam or project, you still must allow any student who wishes to take the examination or complete the project at the officially scheduled time to do so. The time and date listed in the [Enrollment and Student Academic Information Bulletin](#) must remain available to students.

Constructing a Syllabus

A syllabus serves several important functions in a course; most basically, it communicates to students the general content of the course and its organization. Review its key points with students, but don't read through the entire syllabus, since this takes time away from other valuable [first-day tasks](#). Try to leave some flexibility in your course schedule, in case you fall behind or decide to spend more time on a particular topic. Put a disclaimer in your syllabus stating that everything in it is subject to change and you will give students a reasonable warning of any changes. The tone and style of your syllabus can help you establish appropriate expectations for your students regarding how you perceive your role as an instructor and their roles as students.

Make sure your syllabus includes a good course description with course content, topics, organization, and flow. We keep copies of recent syllabuses, and you may find it helpful to look at past syllabuses of instructors who have taught your course or similar courses before. When you prepare your syllabus, please send an electronic copy as a Word or PDF file to [Marilyn Behrman \(mbehrman@indiana.edu\)](mailto:mbehrman@indiana.edu), undergraduate administrative services coordinator, so she can store it in our departmental syllabus files.

Visit the [Center for Innovative Teaching and Learning](#) (CITL) for a comprehensive guide, templates, and [examples on how to construct your syllabus](#).

Learning Outcomes

Learning outcomes are **user-friendly statements** that tell students what they will be able to do at the end of a semester. These outcomes are **measurable** and quite often observable. Learning outcomes are usually discussed within the context of program-wide assessment, but they can be valuable components of any class because of the way they sharpen the focus on student learning. Learning outcomes:

- State in clear terms what it is that your students should be able to do at the end of a course that they could not do at the beginning
- Focus on student products, artifacts, or performances, rather than on instructional techniques or course content
- Are student-centered rather than instructor-centered
- Explicitly communicate course expectations to your students

Visit the [Center for Innovative Teaching and Learning](#) (CITL) for a comprehensive guide and [examples on how to write your Learning Outcomes](#).

Among your learning outcomes, we request that you make every effort to include an outcome related to diversity. Ensuring that you have such an outcome will strengthen The Media School's curricular commitment to diversity, which relates to the study of the work of underrepresented media makers, as well as representation in media and its effects on society. The School is committed to combating the media's role in perpetuating racism, sexism, classism, and homophobia.

Diversity outcomes can often be related to strengthening critical thinking skills through debates and discussions

in the classroom. How we manage these discussions, however, can greatly impact how useful the conversations are to our instructional goals, and what sort of impact they have on the dynamics of the class.

Refer to the Center for Innovative Teaching and Learning (CITL) for tips on [preparing for and managing conversations that promote diversity and inclusion](#).

Mandatory Policy Statements

IU-Bloomington expects faculty to include some mandatory policies in their syllabus. Those statements to include in your syllabus are:

Accommodations for Students with Disabilities

Indiana University is dedicated to ensuring that students with disabilities (e.g., chronic health, neurodevelopmental, neurological, sensory, psychological, and emotional, including mental health, etc.) have the support services and reasonable accommodations needed to provide equal access to academic programs. To request an accommodation, you must establish your eligibility by working with IU Bloomington Disability Support Services. Additional information can be found at accessibility.iu.edu. To schedule an appointment, please call DSS at 812-855-7578 or email iubdss@indiana.edu.

Note that services are confidential, may take time to put into place, and are not retroactive; citations and alternate media for print materials may take three or more weeks to produce. Please contact your campus office as soon as possible if accommodations are needed.

Sexual Misconduct and Title IX

As your instructor, one of my responsibilities is to create a positive learning environment for all students. IU policy prohibits sexual misconduct in any form, including sexual harassment, sexual assault, stalking, sexual exploitation, dating, and domestic violence. If you have experienced sexual misconduct, or know someone who has, the University can help. If you've experienced a sexual assault, call 812-855-8900. If you are seeking help and would like to speak to someone confidentially, you can make an appointment with the IU Sexual Assault Crisis Services at 812-855-5711 or contact a Confidential Victim Advocate at 812-856-2469 or cva@indiana.edu.

It is also important that you know that University policy requires me to share certain information brought to my attention about potential sexual misconduct, with the campus Deputy Sexual Misconduct & Title IX Coordinator or the University Sexual Misconduct & Title IX Coordinator. In that event, those individuals will work to ensure that appropriate measures are taken, and resources are made available. Protecting student privacy is of utmost concern, and information will only be shared with those that need to know to ensure the University can respond and assist. I encourage you to visit stopsexualviolence.iu.edu to learn more.

Bias-Based Incident Reporting

Bias-based incident reports can be made by students, faculty, and staff. Any act of discrimination or harassment based on race, ethnicity, religious affiliation, gender, gender identity, sexual orientation, or disability can be reported through any of the options: 1) email biasincident@indiana.edu or incident@indiana.edu; 2) call the Dean of Students Office at 812-855-8188 or 3) use the IU mobile App (m.iu.edu). Reports can be made anonymously.

Accommodations for Religious Observances

Indiana University respects the right of all students to observe their religious holidays. However, it is your responsibility to notify me in advance. Please notify me of expected absences for religious observances by the end of the second week of class.

Your Personal Wellbeing and Health

Students can face challenges in their personal lives, and it is a sign of great strength to acknowledge that and ask for help. As the instructor, I want to help guide you to appropriate resources if you come to me in confidence. You

can always go directly to Indiana University's Counseling & Psychological Services (CAPS) at the Health Center for support (812-855-5711). CAPS can help students with many issues, including depression, anxiety, relationship issues, sexual assault, feelings of inadequacy, substance abuse, and difficulty adjusting to the routines and expectations of student life. More information about CAPS is available here: healthcenter.indiana.edu/counseling/index.html.

V. CANVAS

[Canvas](#) is the content management system that Indiana University utilizes to run its courses and can also be found via One.IU. You should utilize Canvas to post readings, distribute files and documents, create assignments and exams, and provide grades to students. Whether you are teaching on campus or via distance learning, you will primarily utilize Canvas as your platform for instruction, grading, and course content management.

It is recommended that you set up your entire Canvas site before the class starts. A full course set-up in Canvas normally includes a minimum of the following:

- Pasting your syllabus into the "Syllabus" section of Canvas
- Creating and publishing the assignments for the course
- Hitting the "publish" button within Canvas for the course

Students rely upon Canvas and the information therein to track their progress in a course. You should always keep your Canvas site as up-to-date as possible. This includes providing grades and feedback promptly (see more information below about grades).

IMPORTANT NOTE ON GRADES: The default settings in Canvas are to keep the grades of assignments hidden until you manually release them to all students. On the *Grades page*, you can see each assignment you have created. At the top of the Grades grid, you will see the assignment's point total, as well as an icon that lets you know if grades have been posted. An eyeball icon with a slash through it indicates that students are not yet able to view that grade. To make that assignment visible, click on the three dots in the assignment, then select "Post Grades" to release the grades to students.

Before being able to access Canvas, you will need to have completed your employee onboarding and been entered into the computer system by Human Resources.

You can access your old recordings of class sessions on Zoom, as well as upload video materials, by utilizing [Kaltura at IU](#).

This video may help explain aspects of Canvas, Zoom, and Kaltura. If you have additional questions about their functionality, contact [Galen Clavio \(gclavio2@indiana.edu\)](mailto:gclavio2@indiana.edu), director of undergraduate studies. If you have technical issues with any of the services, [contact UITS Support](#).

VI. GRADES

Students should have an idea of where they stand as they move through the semester. You are responsible for calculating and entering grades promptly, as per the syllabus schedule. This includes grading all assignments and exams, posting those grade totals, and providing helpful feedback when appropriate. Students value feedback on their work, and you are encouraged to provide as much feedback and helpful information as you can to help students learn and improve.

The best way to avoid misunderstandings and possible grievances concerning grades are for the instructor to:

- explain the grading policy at the beginning of each semester, preferably both orally and in the syllabus
- adhere to the stated policy throughout the course
- provide information on grading scheme and standards and expectations of performance for each grade

- provide sufficient feedback to students on grades throughout the semester

This practice is consistent with the responsibilities of faculty members as stated in the [Code of Academic Ethics](#):

“A teacher will maintain a clear connection between the advance description and the conduct and content of each course presented to ensure efficient subject selection by students.”

“A teacher will clearly state the course goals and will inform students of testing and grading systems; moreover, these systems should be intellectually justifiable and consistent with the rules and regulations of the academic division.”

At the end of the semester, you are required to enter grades no later than 72 hours after your course’s scheduled final exam time. You should grade and post grades in Canvas to allow students to see their final score and the components that went into it.

Once you have completed grading in Canvas, you can follow these steps to post grades:

- Go to One.IU.edu and log in to your IU account
- Search for “Faculty Center” and click on that option
- Make sure that the semester is correct. You can check that by looking at the semester date listed to the left of the yellow button
- Scroll down and find your class listing, then click “Grade Roster”
- Within that menu, you should see some yellow buttons at the top, and a roster of your students below
- Click on “Load Grades from Canvas” to load the finalized grades from Canvas into the roster
- Go through the grades to make sure they match what you saw in Canvas
- Once you’ve done that, click on “Save”
- Once you’ve done that, click on “Approve and Submit to Registrar”

Be aware that you will likely have students approach you, asking you to improve their grades in your course. It is recommended that you not hand out grade improvements to students, because in many cases the requests are from students who have had ample opportunity to do better work or turn assignments in but chose not to. If you have questions regarding grade change requests, please feel free to contact the director of undergraduate studies (DUS).

VII. STUDENT EVALUATIONS (OCQs)

Instructors are evaluated in part via [Online Course Questionnaires](#) (OCQs), which are the official digital surveys that Indiana University makes available to all students in all courses. Please encourage your students to fill out their OCQs, as there is a minimum threshold number of student evaluations that must be met for each course. OCQs normally become available to students in the last month of a course. You may consider giving students 10 minutes at the start of a class period to fill out their OCQs.

It has increasingly become difficult to get students to fill out their online OCQ surveys. It is therefore important that you explain to students why these evaluations are useful for instructors. Explaining to the class that the survey contributes to improved instruction for those who take the course in the future provides some incentive. You should also let your students know that you cannot see these evaluations until all grades are turned in. Please see [Tips for Increasing OCQ Response Rates](#) to help you gather more substantive feedback on your performance as an instructor.

Additionally, first-time instructors will find that their students also complete a mid-semester evaluation. These are not counted as official evaluations but are used to give you insights into how your teaching approach is being received and if there are any elements you might consider changing or improving upon.

You are NOT permitted to pursue students individually and ask them about their specific OCQ responses after the surveys have been completed. Students should feel free to evaluate the course without fear of reprisals for providing their opinions.

At the end of every semester, and after you have received your student evaluation feedback, please make an effort to access that feedback and improve to better meet the needs of your future students. Feel free to consult with the director of undergraduate studies (DUS) and the [Center for Innovative Teaching and Learning](#) (CITL) to learn more about how to interpret and understand student feedback.

VIII. INCOMPLETES

In rare cases, a student may miss a significant amount of course time at the end of the semester due to illness or injury. In that situation, it may be appropriate to allow a student to take a grade of incomplete provided the student has a passing grade in the course and has shown substantive academic engagement until the illness or injury has occurred. However, these instances are not common, and before agreeing to an incomplete with a student, you must consult with the director of undergraduate studies (DUS) and get approval. Incompletes are not to be used for students who simply haven't turned work in, nor are they intended for students who miss a significant amount of time early in the semester.

IX. STUDENT MISCONDUCT

[Academic misconduct](#) includes, but is not limited to, cheating, plagiarism, fabrication, and violation of course rules.

If you believe that one of your students has committed an act of academic misconduct, you should report it to the [Office of Student Conduct](#) using the online incident reporting form. Select "Faculty–Academic Integrity" from the dropdown menu in response to the question about your relationship to IU. After submitting the form, you will receive a confirmation email from osc@indiana.edu.

X. EMERGENCY PROCEDURES

The Media School strives to keep faculty, staff, and students safe during emergencies. **Always call 911 in the event of any emergency.** The IU Police Department's (IUPD) non-emergency phone number is 812-855-4111.

Sign up for [IU Notify](#), IU's mass communication tool for sending alerts regarding dangers such as severe weather, hostile intruders, and crimes reported on or near campus. IU Notify is a crucial tool for being notified and receiving updates.

Visit The Media School intranet for [emergency procedures](#), including current locations of first aid supplies and proper procedures during severe weather, fire, and other emergencies. Employees of the BFCB should follow the procedures of the Wells Library.

For more information, review IU's comprehensive [emergency procedures site](#) or contact [Mike Gray](#) (kemgray@indiana.edu), assistant director of facilities/building manager, at 812-855-4835.