INTRODUCTION

This handbook provides essential information on regulations and procedures. It is a compilation of policy and procedure statements from a variety of the Department, College of Arts and Sciences, and the University Graduate School documents. It is intended as a guide to fulfilling the responsibilities associated with an appointment as an Associate Instructor (AI).

The role of an Associate Instructor (AI) and a Graduate Assistant (GA) is a part of the educational experience of many graduate students. The teaching skills acquired will be important to your career success. Students with careers in mind other than those involving teaching will find that through their teaching experiences, they will acquire transferable skills like communication and leadership abilities that are essential to every profession.

References

Office of the Registrar
http://registrar.indiana.edu
RE: Schedule of Classes, academic calendars, and electronic rosters

Indiana University Academic Guide
http://www.indiana.edu/~vpfaa/policies/handbooks-guides.shtml
RE: Guide to policies on the Bloomington campus. See Sections C (student appointments) and Section H (instructional responsibilities).

Indiana University Academic Handbook
http://www.indiana.edu/~vpfaa/policies/handbooks-guides.shtml
RE: Handbook for University-wide policies. See Section II on Academic Appointees.

Code of Student Rights, Responsibilities, and Conduct
http://www.indiana.edu/~code/index.shtml
RE: The Code of Student Rights, Responsibilities, and Conduct includes sections on student rights and responsibilities, student complaint procedures, student misconduct, and student disciplinary procedures.

OneStart
http://onestart.iu.edu

Teaching and Learning at Indiana University
http://www.teaching.iub.edu
RE: Index of support organizations and student services

Indiana University Teaching Handbook
http://teaching.iub.edu/handbook_toc.php
RE: Detailed resource on teaching methods, preparation, and environment, teaching services, teaching workshop, and conferences.

Center for Innovative Teaching and Learning
http://www.indiana.edu/faculty/support.shtml
RE: Evaluation Services and Testing; Campus Instructional Consulting; Campus Writing Programs; Campus Technology Services; Teaching Resources Center (TRC); Writing Tutorial Services (WTS); Teaching and Learning Technology Center (TLTC).
ASPECTS OF EMPLOYMENT

Important Aspects of the Contract

An AI or GA appointment requires full-time enrollment as a graduate student in the Department of Near Eastern Languages and Cultures. Appointments are normally for one year, but sometimes are granted for one semester and may be renewable contingent on satisfactory performance.

The time limits below apply to all reappointments. Summer sessions are not included in the time limits. Scholarship awards are counted towards the time limits for financial aid.

Master’s Degree – 4 Semesters
Ph.D. Degree – 8 Semesters

In addition, the student must maintain a cumulative GPA of 3.0 or higher. Failure to meet the GPA requirement will mean termination of financial aid at the end of the semester in which such a failure occurs. Students with outstanding grades of “Incomplete” may not be appointed as AIs or GAs.

The workload for a 50% FTE appointment is 20 hours per week. (50% FTE appointments include 20 credit hours of fee remission.)

*Please Note* the student must pass an AI English exam if required.

Term of Appointment

Appointments are normally made for one year, although circumstances occasionally lead to appointments for a single semester. Renewals will be considered annually up to the financial aid time limit associated with a student’s particular degree program. Usually renewals will be approved if the student is making satisfactory progress on the degree and has performed the duties of a student appointee in a satisfactory manner. Satisfactory progress towards a graduate degree is determined by the Director of Graduate Studies. Probation in any semester will lead to discontinuation of financial aid beginning in the next semester of enrollment.

Duties each semester begin from the first day of orientation period and continue through the examination period. It is the appointee’s responsibility to respond immediately to notification of assignments so that the scheduling and implementation of the department’s activities can be properly accomplished.

Work Load and Employment Requirements

Workloads for Associate Instructors are determined at the campus level. The workload for a 50% FTE appointment is 20 hours per week.

To receive NELC financial aid, other employment opportunities are limited by the following regulations:
- You may not hold an AI or GA position if employed by Indiana University 100% FTE in another position.
- You may not hold two Indiana University student academic appointments, including AI or GA positions, if combined they total more than 50% FTE.

Fee Remission

The Application and Agreement Form (AI Contract) indicates the number of credit hours of fee remission (if any) that have been awarded. A fee remission covers over 90% of the cost of these credit hours.
• All appointments at the 50% FTE level will receive thirty (30) credit hours of fee remission per year. Twelve (12) credit hours will be distributed for fall and spring semesters, and six (6) credit hours are available for summer session. Students appointed at the 50% level during the year who teach in the following summer receive no additional fee remission. Health insurance is provided if the appointment is 37.5% FTE or higher.
• Students who are appointed as AIs and GAs for the summer, in positions which carry fee remission, receive three (3) additional credit hours of fee remission for these appointments. No AI or GA may receive more than six (6) credit hours of fee remission for the summer.
• Recipients of fee remission should refer to the Fee Refund Schedule (http://studentcentral.indiana.edu/register/register-classes/calendars.shtml) for course withdrawal deadlines and penalties. Fee remission credit hours applied to courses that are dropped after the “100% refund period” is not available for reallocation to the current or to a subsequent semester of enrollment.

Employment Verification Eligibility

Federal and University regulations require that all appointees verify their eligibility for employment in the United States. All students regardless of citizenship status must complete an I-9 form before paychecks are released.

The following documents are acceptable for verification of eligibility:
• U.S. Passport
• Foreign Passport with attached Employment Authorization
• Driver’s License and Social Security Card (must have both)
• Driver’s License and Birth Certificate (must have both)

University regulations also require that all appointees, regardless of citizenship status, complete the Application and Agreement for Employment as a Student Academic Appointee.

AI English Exam

To ensure that undergraduate students will not encounter undue difficulties in understanding AI’s, all international students whose native language is not English, must pass the Test of English Proficiency for AI Candidates (TEPAIC) before they begin their teaching assignments. This examination is administered by the Department of Second Language Studies.

The TEPAIC is given four times a year: early January, mid-April, late August, and mid-November.

AI candidates who entered in IU Fall 2008 or later must meet minimum TOEFL requirements before they register for the TEPAIC. Details on minimum scores may be found at http://www.indiana.edu/~deanfac/tepaic/.

Admitted students who do NOT satisfy these minimum scores are required to take the Indiana English Proficiency Exam (IEPE) before they take the TEPAIC. TOEFL scores may not be more than two years old. If candidates do not have TOEFL scores that are less than two years old, they may retake the TOEFL or take the next Indiana English Proficiency Exam.

Students who do not pass the TEPAIC will not be permitted to teach.

Health Insurance

If the AI or GA appointment is at the 37.5% FTE (full-time equivalent) level or higher, the student is eligible to enroll in a Student Academic Appointee health insurance plan that is fully funded by the campus. No additional premiums are necessary unless coverage for a spouse or dependent is added. Information along with the enrollment card will be available after the beginning of August. For academic year appointments, coverage begins
retroactively from August 15\textsuperscript{th} and continues until August 14\textsuperscript{th} of the following year. For fall semester appointments, coverage begins retroactively from August 15\textsuperscript{th} and continues through December 31\textsuperscript{th}. For spring semester appointments, coverage begins on January 1\textsuperscript{st} and continues through August 14\textsuperscript{th}.

\textbf{AI Mailboxes}

All AIs and GAs will have a mailbox located in the departmental office in Goodbody Hall, Room 219. Boxes should be checked daily.

\textbf{Student ID Card}

To obtain a student ID card, visit Campus Card Services (IMU, upstairs in the IU Bookstore, and Eigenmann Hall downstairs, 1910 E 10\textsuperscript{th} Street – 855-8711). Network IDs and student ID cards are available only after students have registered for classes.

\textbf{E-mail}

All students should establish an e-mail account as soon as possible. Information on obtaining a Network ID, which provides access to e-mail and other computing services, can be found at \url{http://itaccounts.iu.edu}.

\textbf{Direct Deposit}

Indiana University requires that all appointees have funds electronically deposited directly to the checking or savings account of their choice. Enrollment forms are available online, or you may ask for a form from the NELC Office, Goodbody Hall, Room 219.

\textbf{Pay Schedule}

Paychecks are issued typically on the last day of each month during the academic year, with the exception of the first check of the fall semester and the last check of both the fall and spring semesters. A total of ten paychecks will be issued. Paycheck information for each date is available electronically through OneStart portal on the date that the deposit is made.

\textbf{TEACHING AND TRAINING RESPONSIBILITIES}

Language AIs work under the Director of Language Instruction (DLI), who is their first level of supervision. The Departmental Chairperson is the next level and highest level of supervision.

\textbf{Teaching}

AIs responsible for teaching Arabic should note the following:

- AIs and all language instructors meet once a week (time to be determined) with the Director of Language Instruction to discuss the progress of their students, any issues observed, and to share best practices.
- Weekly lesson plans are also discussed and standardized during these meetings. Final examinations for all Arabic language are prepared under the supervision of the Director of Language Instruction.

Attendance is of high importance for languages classes. Therefore a student who cannot attend class is required to notify the teacher at least 24 hours before the beginning of class (except for illness) immediately prior to class. Students absent without excuse for more than three classes should be reported to the Director of Undergraduate Studies or to the Director of Graduate Studies.
Training and Assessment

AIs are encouraged to attend teaching workshops organized either by the department of by the university throughout the year. The Director of Language Instruction (DLI) will inform the AIs of these activities.

AIs and all language instructors will be observed during their teaching once every semester by the DLI.

There is one mid-term evaluation (informal, by the department) and a formal evaluation by the students (prepared by BEST) for each course. All instructors of courses in which freshman or University Division sophomores are enrolled must submit letter grade evaluations for these students through OneStart or OnCourse by Monday of the sixth week of the semester. Instructors will receive the request during the fourth week of the regular semester. For more information, please visit http://registrar.indiana.edu/eeprocedures.shtml.

Course lessons missed by the teacher are made up at the mutual convenience of the students and instructor. The Bloomington Faculty Council released the following statement regarding variations of the teaching schedule:

“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 academic activity for the students in the course and to notify the chairperson of the department offering the course of the change in schedule.”

Student Records

For legal reasons, it is very important that a student’s official record be accurate. Therefore, students must be enrolled in correct course numbers and sections and the instructor who carried out the instruction must give the semester grade. The instructor should verify that all students in a class are officially registered and intend to be in that section.

ACADEMIC STANDARDS

The official grading system of Indiana University is as follows:

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<tr>
<th>Grade</th>
<th>Value</th>
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<tr>
<td>A+ or A</td>
<td>4.0</td>
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<tr>
<td>A-</td>
<td>3.7</td>
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<td>F</td>
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</tbody>
</table>

Students should also be informed of the university policies on academic misconduct (see the Code of Student Rights, Responsibilities, and Conduct Part IV), and the instructor should be careful to monitor any possible acts of academic misconduct. Procedures to follow are outlined in the Code. The instructor should report any violations to the DLI or the departmental chairperson.
**GRADING PROCEDURES**

**Enrollment Verification Rosters**

It is particularly important to check early in the semester that everyone who is attending is actually enrolled in the course and to inform the Registrar of students who are enrolled but are not attending.

**Midterm Grade Rosters**

Only freshmen with fewer than 26 credit hours are listed and receive grades. Midterm rosters are available on-line beginning in the 8th week of the semester and are due the following week. Midterm grades must be assigned and entered online using OneStart at [http://onestart.iu.edu](http://onestart.iu.edu).

**Final Grade Rosters**

Final grades must be assigned and entered online via OneStart or Oncourse ([http://oncourse.iu.edu](http://oncourse.iu.edu)) by 3:00 P.M. on the third day following the last class or final exam. All grades must be entered on time. As should not leave campus without fulfilling this responsibility, as students can find themselves unable to graduate or ineligible for financial aid because of missing grades. For detailed grade entry instructions, please refer to the Registrar’s website [http://registrar.indiana.edu/finalgrades.shtml](http://registrar.indiana.edu/finalgrades.shtml).

**SPECIAL GRADES**

**Incomplete Grades**

In some cases a grade of “I” may be assigned for a student who has been doing passing work but has become ill during the last part of the semester. A grade of “I” must be removed (replaced by a grade by the teacher) within one year or it will automatically turn into an “F”. Please be aware that “I”s are not given because a student became too busy at the end of the semester to complete all the work. The only legitimate reason is illness or “equivalent distress” in the last two or three weeks of a semester. Incompletes are not removed automatically; the AI must discuss this with the DLI and if approved complete a Removal of I or R form (available online) and submitted electronically to the Department Chairperson. It is very important to maintain accurate and complete records of all grades, especially incompletes.

**Withdrawal Grades**

A student may withdraw from class with various financial penalties throughout the semester. The student may withdraw without the instructor’s permission with a grade of “W” (see the Official Calendar at [http://studentcentral.indiana.edu/register/register-classes/calendars.shtml](http://studentcentral.indiana.edu/register/register-classes/calendars.shtml)). The instructor and the Departmental Chairperson must approve the withdrawal. At that time the instructor will be asked to assign a “W” if the work up to that time was passing or an “F” if the work was satisfactory.

**Pass/Fail Grades**

Some classes outside the major field in some degrees may be taken Pass/Fail. The instructor of the class is not aware of who is enrolled P/F, but the registrar converts “A” through “D” grades to “P” after the grades have been turned in.

**FNN and FN Grades**

The grade of “FNN” is given to students who have never attended. The grade of “FN” is given to student who stopped attending. The grade of “F” is awarded for poor performance. The instructor must provide on the
electronic grade roster the last date of documented class attendance or participation when awarding the “FN” grade. These grades are important to document compliance with federal guidelines of financial assistance.

Extended-X Policy

Undergraduate students may petition for a grade substitution under the amended FX (Extended-X) policy. Undergraduate students may retake a course for which they received a grade below an “A” during the first 45 hours of coursework. A student may exercise this option for no more than three courses, totaling no more than 10 credits. A student may only use this option once for a given course. The student’s transcripts shall record both grades. For the course retaken, only the second grade shall be counted in the determination of the student’s GPA. Any GPA calculated in accord with this policy is marked with an asterisk denoting that a lower grade has been replaced by a second grade in the course.

Change of Grade

The only justification for changing a grade after is has been turned in to the Registrar is a miscalculation of points or other clerical error on the instructor’s part. Students cannot do extra work during the summer, for example, and expect that their grade will be raised. To change a grade, the instructor should contact the NELC office. Reasons for the requested grade change have to be clearly explained.

COURSE PROCEDURES

Syllabus

For each course, the instructor should prepare course syllabi that provide a week-by-week, or at least topic-by-topic, outline for the semester. For language classes, the syllabus should preferably provide a day-by-day sequence for the semester. These syllabi may be prepared at the DLI level for the use of anyone teaching Arabic language courses.

The syllabus also includes required textbooks and/or reserve readings, assignments with due dates, dates of tests and examinations, grading criteria, and attendance policy.

The ideal syllabus should serve as a basic reference document for both the AIs and the students, and as such should include the following items:

- Instructor’s name, title, office number, office telephone, office hours, email address, and where the leave messages
- Course number, section, title, meeting days and times, room and building
- Prerequisite(s) of the course
- Description of the course
- Course goals or objectives
- Required texts
- Space for names and telephone number of at least two classmates
- Grading standards and criteria
- Policies regarding: Pass/Fail, Incomplete, and withdrawal marks; academic misconduct; attendance; late assignments
- A table listing: topics to be covered in sequence with dates; reading assignments and due dates; due dates for major assignments; places, date, and time of final exam

If not detailed in the syllabus, students should be informed in writing at the beginning of the semester in very specific terms the basis for grading. The syllabus should also make clear the policy for missed lessons or classes
and how attendance will affect the grade. Putting these things in writing will help to avoid later disputes over grades.

Textbooks

Textbooks and required materials for courses should be ordered through the website of the Indiana Memorial Union bookstore (http://iubookstore.com; click on Textbooks/Reservations and then Faculty). The deadline for fall semester is April 5th, for the spring semester October 5th, and for the summer semester March 5th.

Course Packet and Duplication

Many associate instructors find that the published textbooks do not meet their needs. They compile course packets of photocopied material. Producing course packets raises copyright issues. Several commercial copy stores in town provide this service and help obtain copyright permissions, if necessary.

All requests for supplies and duplication of materials should be made to Ashleigh Baker, Goodbody Hall 219.

Another option for providing course materials is via the e-reserves service (http://www.ereserves.indiana.edu) offered by the IU Libraries. Check with the library staff about putting articles and portions of books online for the students to access.

Tests and Examinations

Tests should be announced at the beginning of the semester in the syllabus, and consequences of missing tests should be clearly spelled out. Each fall and spring semester ends with an examination week during which final exams are scheduled; these assigned times are two-hour periods, not necessarily at the same time as the class period. The schedule is always listed in the Schedule of Classes (see official calendars, http://studentcentral.indiana.edu/register/register-classes/calendars.shtml). Examinations must be given during this official time since changing times can lead to schedule conflicts for students. Arabic language classes have oral parts as well, which must be arranged separately.

AsIs must make sure they arrange their travel dates after the examinations and after they submit their grades.

Class Rosters and Gradebooks

Class rosters, including student e-mail addresses, are available electronically to authorized individuals from the Office of the Registrar. Information about the campus calendar, including the last day to drop and final exam schedules, is included in the electronic Schedule of Classes each term.

Gradebooks are available, and the use of computer gradebook programs or spreadsheets is also an efficient way of keeping track of student grades, attendance patterns, and general background information.

Student Absences

In some cases, such as language classes, attendance is a critical part of the class requirements. In other classes, attendance may not be as strictly controlled. In any case, policies concerning attendance of students should be clearly defined in the syllabus in advance.

For University-sanctioned curricular and extracurricular activities, please see the memo from the Dean of Students at the end of this manual.
ETHICS

There are aspects of the AI role that potentially involve ethical dilemmas. Your roles as advisor, evaluator, administrator of exams, authority, and peer have the potential to become problematic at times because they present conflicting demands. This section provides suggestions and resources for dealing with several of these subjects. Indiana University has adopted a Code of Student Ethics, which presents the official definitions and policies on most of these issues.

(Note: This code was replaced in August 1997 by the Code of Student Rights, Responsibilities, and Conduct: http://www.indiana.edu/~code/index.shtml. Some of the language below is taken from this code.)

Academic Integrity

Instructors should be prepared for all student-teacher encounters, meet classes as scheduled, evaluate students’ work fairly and impartially, and be prompt for prearranged conferences and regularly scheduled office hours.

Academic Misconduct

The Indiana University Code of Student Rights, Responsibilities, and Conduct defines Academic Misconduct as “any activity which tends to compromise the academic integrity of the institution”. Academic misconduct includes, but is not limited to cheating, fabrication, plagiarism, interference, violation of course rules, and facilitating academic dishonesty.

Instructors have the responsibility of making certain students can function in an atmosphere free of academic dishonesty. Students need to know that if they work honestly, they will not suffer because of those who do not. If there is ample reason to suspect a student of misconduct, first share the evidence with the DLI or the Departmental Chairperson before acting. Be as sure of guilt as possible before questioning the student(s), since academic misconduct may make them liable for serious punishment. Depending on the seriousness of the offense, punishment can run from pardon to exclusion from the University. The specific procedures for reporting academic misconduct should be followed closely, including reporting the incident to the Departmental Chairperson.

Cheating

Cheating is the “use [of] unauthorized assistance, materials, information, or study aids in any academic exercise”.

Fabrication

“A student must not falsify or invent any information or data in an academic exercise”. Making up data and/or inventing sources for a research project are not acceptable.

Plagiarism

To plagiarize is the present “ideas, words, or statements of another person without appropriate acknowledgement”; i.e. to steal, in whole or in part, the work of another person by representing it as one’s own. Plagiarism should be defined for the students at the beginning of each course.

Interference

Students must not only perform their own work ethically; the “must not steal, change, destroy, or impede another student’s work. Impeding another student’s work includes, but is not limited to, the theft, defacement, or mutilation of resources so as to deprive others of the information they contain.”
Violation of Course Rules

“A student must not violate course rules as contained in a course syllabus which are rationally related to the content of the course or to the enhancement of the learning process in the course”.

Facilitating Academic Dishonesty

“A student must not intentionally or knowingly help or attempt to help another student to commit an act of academic misconduct”.

Process and Procedures Involving Academic Misconduct

1. If you suspect a student may have committed an act of academic misconduct in one of your courses, then you must meet with him/her concerning the matter. This informal discussion must be private and face to face (i.e., not in the classroom after class, in a hallway, etc).
   a. You must let the student know of your allegation and the evidence on which it is based
   b. You must give the student an opportunity to respond
   c. You must take this response into consideration before reaching a decision on whether or not academic misconduct actually occurred
   d. If you have made good faith efforts to schedule such a meeting with the student involved and he/she fails to meet with you, then you should continue the process as outlined below
2. If you conclude that the student did not commit academic misconduct, then you are not allowed to sanction the student in any manner (i.e. you may not require a rewrite of the assignment, reduce the grade, etc.) and you do not file the report
3. If you conclude that the student did commit academic misconduct, then you:
   a. Have the right to impose an academic sanction (involving the course assignment/grade, final course grade, etc.)
   b. Must report the misconduct (and any sanction you have imposed as a result of it) in writing within 14 calendar days of your informal conference with the student, and any necessary investigation, to the Dean of Students via the Office of Student Ethics at 801 N. Jordan Ave., 855-5419. You may file your report electronically using the Academic Misconduct Reporting Form (https://www.indiana.edu/~dsa/cjp/Acad/academic-misconduct-form2.php). The Office of Student Ethics sends a verbatim copy of your report (and any other materials you submit) to the student, the dean of the school in which the incident occurred, and (if different) the dean of the school in which the student is enrolled. (That office also considers the propriety of additional university-wide disciplinary sanctions since it maintains disciplinary records [as the Registrar maintains academic records].)
   NOTE: It is best to keep your statement as brief as possible. It is not necessary to submit supporting documentation with your original report of the incident, but you should retain all notes and supporting materials related to the case in the event the student appeals the charge and/or sanction.
4. If the student chooses not to appeal either your misconduct charge or any academic sanction you impose, you have no further role in this process.
5. If the student chooses to appeal your misconduct charge and/or academic sanction, you may be contacted by the dean of the school in which the offense occurred. (For faculty teaching College of Arts and sciences courses, you may be contacted by Dean Terri Greenslade.)
6. If the student’s appeal eventually goes forward to a hearing of the school’s unit hearing board (in the College, that is the Academic Fairness Committee), you will be informed as to any further steps you will need to take.
7. For complete procedures, please see the Code of Student Rights, Responsibilities, and Conduct and the Procedures for Bloomington Campus (available at http://www.iu.edu/~code/). Copies of these publications can also be obtained from the Office of Student Ethics and Anti-Harassment Programs.
Privacy of Student Records

Federal law provides for the confidentiality of student records. Each instructor must ensure that student records are not revealed to anyone other than the student. The students’ names and identification numbers may be used to keep grade records, but students must not be permitted to inspect those records. Indiana University, in accordance with Family Educational Rights and Privacy Act (FERPA) of 1974 (also known as the Buckley Amendment), permits its students to inspect their records whenever appropriate and to challenge specific parts of them. Specific guidelines and procedures for inspection of student records may be found in the IU code. A detailed statement of these rights, and a summary of our institutional policies as mandated by the University Faculty Council, is set out in the Academic Handbook. In general, the Buckley Amendment prohibits the release or disclosure to anyone other than the student of any part of a student’s education records without the prior written consent of the student. Some examples of the inappropriate disclosure of educational records by instructors are:

- Showing a student’s examination or paper to another student without removing all information on the examination that would make the identity of the first student easily traceable
- Posting examination scores, class grades, or other documents without removing all personally identifiable information (name, student ID number) or obtaining the prior written consent of each student involved
- Discussing student grades with parents

Indiana University fully supports the rights of its students to access and review their education records and to prevent the disclosure of their contents to third parties without prior consent from the student. The university instructs all academic personnel to ensure that their practices are in compliance with the university’s system-wide policy concerning the release of student information.

For more resources regarding FERPA, please visit http://registrar.indiana.edu/ferpafaculty.shtml.

Letter of Recommendation

Students may ask you to write recommendation letters. If you feel you must decline, explain why. If you are willing to write the letter, do so promptly, while you still have the student and his or her performance clearly in your mind. Keep in mind that you are legally responsible for statements you make in your recommendation, to the extent that you are liable for any uncomplimentary remarks you make. If you have reason to be concerned about something you want to express, preface what you have to say with something like “To the best of my knowledge”.

Under the Educational Rights and Privacy Act, a student has the right to see a copy of your recommendation unless he or she signs a waiver.

Sexual Harassment

All amorous or sexual relationships between instructors and students are unacceptable when the instructor has any professional responsibility for the student. The instructor may not abuse his or her power and sexually exploit the student. Voluntary consent by the student is suspect, given the fundamentally asymmetric nature of the relationship. The University will view it as a violation of the Code if the instructors engage in amorous or sexual relations with students for whom they have a professional responsibility, either in an instructional context (a student enrolled in your class) or a non-instructional context (any decision that may reward or penalize a student with whom he or she has had an amorous or sexual relations, especially when the instructor and student are in the same academic unit or in allied units). Issues of sexual harassment can be especially tricky for associate instructors because they occupy the roles of both instructor and student. AIs are in a vulnerable position: as an instructor you
have some power over yours students, and as a graduate student you are subject to the power of the faculty over your academic records and letters of recommendation.

The following are some general guidelines for protecting yourself and the students from sexual harassment:

- Do not ask student to do favors for you of any kind. This will help to avoid misunderstandings concerning the singling out of students for what appear to be preferential treatment.
- Schedule meetings with students during office hours or by appointment. For more informal meetings with individuals or groups, meet in public settings such as a cafeteria or café. It is important that students do not misconstrue the sentiment behind information get-togethers and read inappropriate meanings into your invitations.
- Attempt to resolve disputes or disagreements with students in the presence (or within hearing distance) of other graduate students or witnesses. This may prevent a disgruntled student from making false accusations out of anger over academic matters. Another alternative is to meet with the DLI or the supervising professor and the student simultaneously in order to avoid similar misunderstandings.

**Assisting Emotionally Troubled Students**

If a student comes to you with serious emotional problems, or if you become concerned about a student’s emotional health because of comments made in classes or in writing, you may want to refer the student to Counseling and Psychological Services, after consulting first with the DLI or your supervising professor.

**Assisting Students with Disabilities**

To comply with the Americans with Disabilities Act, the university offers adjustments in both the physical and academic environments. Since the only evidence of a learning problem may appear in class, AIs suspecting a disability may refer students to the appropriate office for consultation. These referrals or any other requests for academic accommodation go to the Office of Disabled Student Services at 855-7578. This office also offers resources for learning disabilities such as dyslexia and Attention Deficit Disorder.

**Disruptive Students**

For information regarding dealing with disruptive students, please visit http://www.indiana.edu/~ufc/docs/policies/DisruptiveStudents.pdf.

**Privacy of Health Information**

Occasionally students will provide health information to document absences from class or to substantive missed work or poor performance. Such information is protected under the U.S. Department of Health and Human Services H.I.P.A.A. (Health Insurance Portability and Accountability Act) Privacy Rule, made effective April 2003. H.I.P.A.A. requires that steps are taken to limit the use and disclosure of any protected health information.

**DIVERSITY**

**Accommodating Religious Holidays**

Indiana University students follow many different religious practices; some of them will need to miss classes for holidays on which the university remains open. In response to Title VII of the Civil Rights Act, Indiana University observes the following practices regarding student absences due to religious beliefs:

- Any student who is unable to attend classes or participate in any examination, study, or work requirement on a particular day because of his or her religious beliefs is excused from any such activity. The student
will be given the opportunity to make up the work that was missed, provided that the make-up work does not create an unreasonable burden upon Indiana University. The university will not levy fees or charges of any kind when allowing the student to make up missed work. In addition, no adverse or prejudicial effect will result to students because they have made use of these provisions.

The Office of Academic Affairs distributes an academic year calendar that lists many of the holidays that you can expect some student to observe. Try not to schedule important exams or deadlines to conflict with such days if at all possible. You should also, early in the semester, tell students that they should inform you in advance about such absences so that you can accommodate them.

The Dimensions of Student Diversity

The dimensions of student diversity include age, learning style, skill level, cultural background, physical ability, gender, race, ethnicity, and sexual orientation. Not all of these dimensions are of equal importance in a given teaching and learning situation, but we should be aware of ways in which acknowledging student diversity (or failure to) affects our students’ experiences.

Teaching for diversity means providing a variety of learning activities so that students with different learning styles have a chance to succeed and managing our courses and classrooms so that all students feel welcomed and supported in their efforts to learn. Teaching for diversity does not mean lowering standards or expectations for student performance, but it does mean that some students may need different, or additional, kinds of support to meet high expectations.

Creating a Welcoming Classroom Climate

- Discuss classroom etiquette and expectations on the first day of class.
- Avoid language that may be offensive to some groups (e.g. “Oriental” for Asian-Americans).
- Invite all students to let you know – before or after class, by phone, by e-mail, etc. – of anything that they feel adversely affects their interactions with the teacher of other students.
- Try to avoid examples and anecdotes that may inadvertently and consistently exclude some students. Avoid stereotyping students.
- Avoid “tokenism”. Don’t assure, for example, that a student who is blind can represent the views of all disabled Americans.

Cultural Differences for International AIs

Cultural differences in teaching methods and appropriate conduct for students and teachers create challenges for the international AI. In all countries, teachers are respected as authority figures, but the way an authority figure behaves different from country to country. Make sure you discuss any difficulties with the DLI.
GUIDE TO STUDENT SERVICES

The material below has been taken from the guide available at:  http://www.indiana.edu/~deanfac/tguide.html

Student Services

From time to time, IUB instructors may need to refer students to academic and personal services not found in the preceding lists. General information about student services can be obtained from the Vice Chancellor for Student Affairs and Dean of Students, IMU Suite M088, 855-8187. Students who need help to resolve any problems on campus or learn how to withdraw from all classes should contact the Student Advocates Office, Eigenmann Hall West 229, Room 206, 855-0761. The Advocate’s Office also offers student mediation services to help solve disagreements.

Academic Skills and Tutoring

The Student Academic Center (855-7313) helps students with general and course specific study skills and time management strategies

Writing Tutorial Services (Wells Library Information Commons, 855-6738), a service of the Campus Writing Program, offers general and course-specific writing tutors to all students for free.

Academic Support Centers (ASC), located in Briscoe, Ashton and Forest Residence Halls, offer late-night academic advising and tutoring in math, writing, study skills, foreign languages, and selected subjects.

Briscoe ASC: 855-6931
Teter Quad ASC: 856-4457
Forest Quad ASC: 856-3060

Any student who needs tutoring can work with the La Casa/Latino Cultural Center (Bryan Hall 115, 85500174) tutoring program.

University Information Technology Services offers student computing instruction (http://uits.indiana.edu)

The Center for Innovative Teaching and Learning (855-9023, Herman B Wells Library, 2nd Floor, East Tower) provides a variety of instructional technology resources for the classroom

Advocacy

Students with legal problems should contact Student Legal Services, 703 E 7th Street, 855-7867

In addition, some offices work specifically to meet the needs of various groups of students:

Disability Services for Students, Herman Wells Library W302, 855-7578

Vice President for Diversity, Equity, and Multicultural Affairs, Bryan Hall 115, 856-5700

Office of Veteran Affairs, 900 E 7th Street, 856-1985

Gay, Lesbian, Bisexual, Transgender Student Support Services, 705 E 7th Street, 855-4252, e-mail: glbtserv@indiana.edu

Office of International Services, Poplars 221, 855-9086, e-mail newtoiu@iu.edu

Residence Hall Residents, see their resident center president
Office of Student Ethics; 801 N Jordan, 855-5419

**Health Services**

Students who need medical or psychological care should contact the IU Health Center at 10th Street and N Jordan Avenue, 855-4011

Eye care is available at the Atwater Eye Care Center, Optometry 2nd Floor, 855-8436

Contact the Speech and Hearing Center, 855-7439, for hearing testing, or 855-6251 for the Speech and Language Clinic

To report an emergency, call the IU Police Department at 9-911 from any campus phone or (812)855-4111 from off campus. For information about campus emergency preparedness: [http://emergency.iub.edu/](http://emergency.iub.edu/)

*Parts of this handbook have been adopted from the Jacobs School of Music Al Handbook*