Lecturer's Handbook

Math Department

2014-2015

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I. LECTURER INFORMATION

A. REQUIREMENTS

1. **Outside Employment:** A lecturer teaching a full load (12 hours) or doing equivalent work who has outside employment is expected to report that employment to the Department Head. This rule applies to those whose teaching is reduced by grants.

2. **Teaching Evaluations:** All teachers in the department are required to use the SAIS Online Evaluation System for each class they teach. (Go to http://oira.utk.edu/sais/ for more information.) The results of the SAIS evaluations are kept on file in the Math Office. A copy of each lecturer's results is distributed to individual lecturers as they become available. It is recommended that lecturers keep a personal copy of the results for each semester.

3. **Review of Teaching Materials:** During a lecturer's first academic-year term of teaching for the department there will be a review of his or her syllabus, tests, and any other written materials from at least one section of each of his or her courses. For service courses, the course coordinator and/or the Lower Division Chair will handle the review. For other courses, the Undergraduate Associate Head will handle the review.

   Additional academic review processes are forthcoming and will be based on the rules set forth by department Bylaws for non-tenure track faculty.

4. **Office Hours:** Lecturers teaching three or more courses in a semester are required to hold at least two regularly scheduled office hours per week (in addition to any office hours offered by appointment). The UT campus syllabus recommendation is at least one regularly scheduled, on-campus hour long office hour per week for any course that is not delivered entirely online. For mini-term, the UT campus syllabus recommendation is at least two one-hour office hour blocks per week on two different days.

5. **Absences:** Meeting classes at all scheduled times is imperative. Lecturers should arrive to each class meeting at least two minutes prior to the start of the class. Lecturers who must be absent should make every effort to find a substitute. Substitutes can be solicited using the Org site email list for the appropriate course, or the appropriate math department email list (gtaemail@math.utk.edu, continuing_lecturer@math.utk.edu, faculty@math.utk.edu (includes continuing lecturers), term_lecturer@math.utk.edu). Lecturers who are unable to find a substitute and must cancel class should notify students via Blackboard course announcement and/or email and should inform the Math Office (974-2461) of the cancellation so that a notice can be posted on the classroom door. In addition to informing the Math Office, lecturers must also notify the Lower Division Chair, the Undergraduate Associate Head or the Department Head of each class cancellation. Canceling a class should be a very rare occurrence.

6. **Obtaining Assistance:** Seek advice and assistance from faculty members about teaching problems. The Course Coordinator, Lower Division Chair and Undergraduate Associate Head will

be available for advice and consultation, and will be happy to give constructive criticism regarding tests and assigning grades.

7. **Lecture/Recitation Policy:** Grading of exams in lecture/recitations usually is done as a group in one sitting or divided among those involved in teaching the course and completed by a specified time. Any teacher involved in teaching such a course needs to do a fair and reasonable part of the grading, but the grading effort should not impact a GTA's performance on a final examination. Lecturers and their GTAs should work out mutually satisfactory times for grading; in any case, GTAs should have at least two hours of free time before taking a final examination.

8. **Syllabus Policy:** Every student in each course section must receive access to a course syllabus (either posted on the Blackboard course site in electronic form or distributed in class in printed form) in the first 10 calendar days of the semester. The syllabus is a contract between the instructor and the students. Explicitly explain all class policies in the syllabus.

   The syllabus should contain:

- General information: course name and number, meeting time and place, instructor name and contact information, office hours, course description and prerequisites, text information, calculator policy, required technology (e.g. clickers). If the course uses teaching assistants/recitation leaders, those names, office locations and office hours should be included on the syllabus if known before the first day of class. If not known, information about where and when to find those details should be given on the syllabus.
- For lower division courses, all information from the departmental syllabus must be included on the individual course syllabus, including the central learning objectives for the course and the degree level learning objectives that the course supports (for courses other than lower division courses). If the course is a lower division course, the syllabus should include the statement that the course does not meet the degree-level learning objectives for the mathematics major.
- A detailed grading scheme, showing how each student's average will be calculated. Keep it simple whenever possible. A good grading policy allows a student to know with reasonable certainty where he or she stands at any given time during the semester, and what he or she needs to do for the remainder of the semester to make a certain grade.
- A detailed grading scale, showing the point range needed to earn each letter grade. For service courses, the grading scale should be identical to the one listed on the departmental syllabus.
- A policy about make-up exams, quizzes, and late assignments with a statement about any penalty assessed. This policy should be applied to ALL students in class, regardless of membership on an athletic team or other University group. Recommendation: spell out the circumstances that will qualify a student to take a make-up assignment/exam or submit a late assignment.
- If attendance contributes to the student's final course grade, an explanation of how absences will reduce a student's attendance grade should be included.

- If participation contributes to the student's final course grade, an explanation of expected in-class participation should be included.
- A description of the online homework system requirements for the course (if applicable).
- Academic Standards of Conduct discussion or statement (see item #8).
- Information about the Math Tutorial Center (http://www.math.utk.edu/MTC/).
- Information about the Office of Disability Services (http://ods.utk.edu/).
- Projected dates of exams and projects due and other important dates (such as add/drop dates and UT holidays). A calendar outlining the order of topics covered and assignments for each class is encouraged.

9. **Academic Integrity Policy:** From the Undergraduate Catalog (http://catalog.utk.edu/): *"Faculty members also have responsibilities which are vital to the success of the Honor Statement and the creation of a climate of academic integrity within the university community. Each faculty member is responsible for defining, in specific terms, guidelines for preserving academic integrity in a course. Included in this definition should be a discussion of the Honor Statement. Faculty members at their discretion may also encourage their students to acknowledge adherence to the Honor Statement by "pledging" all graded class assignments and exams. The form of pledge may include writing the honor statement on the assignment, signing the printed statement, or simply writing "Pledged."*

   Additionally, it will be the responsibility of each faculty member, graduate teaching assistant, and staff member to act on any violation of the Honor Statement. It is also incumbent upon faculty to maintain an atmosphere conducive to academic integrity by insuring that each quiz, test, and exam is adequately proctored."

   For more information about the Honor Statement, go to http://dos.utk.edu/hilltopics/. Any questions about penalties associated with violation of the Honor Statement should be directed to the Office of Student Judicial Affairs (http://judicialaffairs.utk.edu/). Note that if a grade penalty is assigned, the incident must be reported to the Office of Student Judicial Affairs.

10. **FERPA:** Follow all privacy laws as outlined by FERPA (http://ferpa.utk.edu/). Do not communicate with parents.

B. **ADMINISTRATIVE DUTIES AND PROCEDURES**

1. **Lower Division Chair Responsibilities:** The Lower Division Chair (LDC), under the supervision of the Undergraduate Associate Head (UAH), will oversee the curriculum and teaching of service courses, defined as all Math courses numbered below 141. The LDC will provide information, resources, and assistance to teachers of service courses, advisors, course coordinators, and the university community. The LDC will maintain office hours each week (suggestion: 6 hours per week) in order to be available for consultation by teachers and students. Some of the specific duties are:

- **Guide materials through the curriculum cycle.** The LDC will oversee the curriculum for the service courses, but the UAH will have ultimate authority and will propose any changes to the curriculum committee. All significant curriculum issues will have to be settled by the undergraduate committee and ultimately the entire faculty.
- **Monitor departmental syllabi and common exams for service courses.** The LDC will monitor syllabi, common exams, and texts chosen for all of the service courses. In particular, all changes in departmental syllabi will be reviewed by the LDC. The LDC will consult with the UAH about changes in the syllabus or texts for service courses; those changes deemed to be significant will be forwarded to the undergraduate committee for consideration.
- **Monitor undergraduate service course portion of the Math Department Web Site.** The LDC will monitor these sites and provide information to UAH.
- **Counsel service course teachers concerning teaching problems/questions.** The LDC will work with the course coordinators to provide guidance to teachers in order to improve teaching and learning. Teachers with questions and/or concerns are encouraged to ask the LDC for advice and help with problem situations.
- **Review** c**omplaints about service course teachers.** The LDC should review all complaints regarding service courses as far as he/she can, calling in the GAH (Graduate Studies Associate Head) for GTAs and UAH for faculty when the situation cannot otherwise be resolved. The LDC will field the complaint, research the evidence, and attempt to facilitate a solution to the problem. If the complaint is not easily resolved, or if the student requests it, a written record of the complaint will be made. If the situation is not resolved to the satisfaction of all parties, the complaint and records will then go to the AHG or UAH.
- **Visit Classrooms.** The LDC may visit a classroom for each new service course teacher each semester as part of the review process. The LDC may also visit classrooms at other times in researching a complaint against a service course teacher.
- **Assist with GTA Teaching Seminar.** The LDC will work with the GTA Teaching Seminar committee to organize and lead the seminar. The LDC will provide information regarding the service courses and teaching responsibilities.
- **Generate Statistics for the Dean's Office.** The LDC will be involved in statistics regarding the service courses.
- **Sit on the Undergraduate Committee and Lecturer Advisory Committee.** The LDC will be an ex-officio member of the undergraduate committee and the lecturer advisory committee.
- **Undergraduate Catalog.** The LDC will provide strong advice and input on Service Courses to the UAH.
- **Petitions and articulation agreements.** Petitions for course substitutions or other variations in curricular requirements involving service courses will be handled by the LDC in consultation with the UAH, who will review and initial all such petitions. The LDC will advise the UAH articulation for the service courses.
- **Summer Activity**

- **Freshman Orientation.** The LDC will provide information and leadership when needed for the Summer Freshman Orientation. This may include written material or scheduling volunteers to give presentations about undergraduate math courses and advising.
- **GTA Orientation.** The LDC will work with the GTA Orientation committee to provide leadership and information on teaching undergraduate math courses.
- **Review** c**omplaints about service course teachers.** The LDC will continue to field and respond to complaints about service course teachers during the summer semesters. The LDC will provide a list of vacation times when he/she will not be available and a list of office hours and/or an appointment book to the UAH secretary. If a situation occurs requiring the LDC input at times other than office hours, he/she may be called to come in and address the situation. All items that occur while the LDC is out of town will need to be addressed by the UAH, AHG or Department Head.

2. **Course Coordinator Responsibilities:** The following courses are departmental courses that are coordinated by a member of the faculty: 113, 115, 119, 123, 125, & 130. The main function of a Course Coordinator is to provide information about course content, syllabus, textbook, supplements, and goals/objectives. The Course Coordinator should promote uniformity both of concepts taught and evaluation of students in all sections of the course. Specific duties include:
   - **The syllabus.** The coordinator will provide a syllabus for the course, giving specific sections of the text that must be covered and a timetable for the completion of these sections. A list of suggested homework exercises and number and placement of exams is usually included as well. Consult with the Lower Division Chair before making any changes in the syllabus. Significant changes in the syllabus, such as adding or deleting several topics/sections, should only be done in consultation with a committee and with the approval of the Undergraduate Committee. The syllabus should be available on the course Blackboard Organizational site **at least one week before classes begin**. The syllabus should also be made available on the course website that is linked to the Math Department website. All instructors are expected to follow the syllabus, covering all the listed sections at approximately the same time and should effectively use the online homework system associated with the course if applicable.
   - **Meetings.** The coordinator should meet with all instructors of the course at least twice during the semester. These meetings may be in large groups or individually. A meeting before the semester begins can count as one of these meetings. The coordinator should use these meetings to disseminate information about the course to the instructors and answer any questions that arise. The second meeting can be used to check with instructors about how their class is proceeding: are they keeping up with the syllabus and do they have any questions. For courses with common finals, the second meeting may include a discussion of the common final and expectations of teachers and coordinators regarding the exam.
   - **Maintain Org Site.** The coordinator should update and maintain the Blackboard organizational site for the course. This includes adding/removing users each semester based on the instructors assigned to teach the course, posting the departmental syllabus and providing an organized filing system for posting of syllabi and exams by instructors.

- **Collect Exams.** The coordinator should collect a copy of each major exam given by each of the instructors. The most efficient way to do this is the ask instructors to post their exams to the appropriate Blackboard Organizational Site. These should be kept on file for a period of 1 year in order to have a record of topics covered by each instructor and to share with new instructors who would like ideas for exam questions.
- **Organize Online Homework (if applicable).** If an online homework system is used for the course, the coordinator should create a master course with individual course sections for each instructor and provide a master set of assignments for use by instructors assigned to teach the course.
- **Departmental Exams.** The coordinator must see that the exam is written and produced in a timely manner so that it may be distributed to all instructors on final exam day. The exam may be written by the coordinator or by a committee of instructors of the course. The exam should be proofed by a separate person who has knowledge of the topics covered in the syllabus and the appropriate level of difficulty for the audience. The coordinator should see that all instructors are provided with the same information about the exam, i.e., what sections/topics will/will not be covered, the question types (multiple choice, short answer, etc.), use of calculators or notes, and other types of information. Around mid-semester, the course coordinator should work with the Assistant to the UAH to ensure that appropriate room reservations have been made for the final exam period.
- **Common Final Statistics.** The coordinator should keep a record of the statistics on the scores of the common final, as a group and for individual sections. These may be used by the Department Head to provide feedback to individual instructors regarding their letter grade distributions and teaching performance.
- **Choosing a Textbook.** Changes in the adopted textbook must be made by a committee and should be approved by the Undergraduate Committee. When a course is undergoing a change in catalog description or goals and objectives, the undergraduate committee will meet to consider the goals of the new course and create a textbook committee. The textbook committee will consist of the coordinator, the Lower Division Chair (ex-officio), a tenure track faculty member, a coordinator from a related course, if applicable (a paired course, prerequisite or following course) and perhaps another lecturer or two. Significant changes in curriculum must be approved by vote in a faculty meeting.

The following comments cover situations likely to arise in all classes. When other administrative difficulties arise in your classes, consult with the Course Coordinator, Lower Division Chair, or Undergraduate Associate Head.

3. **Adding and Changing Sections:** Students may add/change sections during the drop/add period indicated on the academic calendar (http://registrar.tennessee.edu/academic_calendar/) via the MyUTK system. When a section is closed (most math sections are closed, that is, full, at the time classes begin), students should be encouraged to join the waitlist or register for an open section. Note that waitlists disappear on the first day of classes, so openings in a section are

granted on a first come, first served basis via the MyUTK system for the remainder of the drop/add period. Instructors do not have the authority to allow students to add a class. Please DO NOT SIGN ANY registration documents. Students who are having difficulty registering for a math class should be told to see the assistant to the UAH in Ayres 225B.

4. **Drops and Withdrawals:** Students may drop or withdraw from a course during the drop/add period indicated on the academic calendar (http://registrar.tennessee.edu/academic_calendar/) via the MyUTK system. Because of issues related to financial aid and limits on the number of Withdrawals allowed, it is best not to give advice to students about whether or not they should withdraw from a course. Instead, suggest that they talk to their academic adviser.

5. **Other Registration Problems:** If there are students attending a class whose names are not on the official MyUTK roster, let them know that they must register via MyUTK to be enrolled in the course. Students must be officially on the roll to receive a grade. If there are students on the official MyUTK roster who have never attended class, attempt to contact them via their UT email to let them know that they are not automatically dropped from the roster based on non-attendance and that they will receive a failing grade if they do not drop the course. If attempts to contact the student prove unsuccessful you may contact the LDC to have the student dropped from the MyUTK roster.

6. **Room Assignments:** Classes meet in the room(s) shown on the MyUTK schedule. DO NOT CHANGE ROOMS. If an additional room is needed for a review session, or there is another problem related to a room assignment, contact the assistant to the UAH in Ayres 225B.

7. **Grades:** For information about letter grades and quality points (GPA points), refer to the Academic Policies and Procedures section of the catalog (http://catalog.utk.edu/). Students need to know how they are doing in the course. For this purpose it is recommended that letter grades are used on tests and quizzes. The letter grades should correspond to the grading scale detailed on the course syllabus.

8. **Non-departmental Reports:** At various times throughout the semester instructors are asked to complete online reports about students. These may be related to Title IV (a financial aid related report—see link on the MyUTK homepage), First Year Intervention programs, student athletes or other campus programs. These requests should be honored in a timely manner. Questions about the authenticity of such requests or compliance with FERPA policies should be directed to the LDC.

9. **Incomplete Grades:** Students may ask for a grade of "I" (incomplete) for various reasons. Incompletes are rarely assigned and can only be given under extraordinary circumstances, not because a student is failing. The only students who qualify for an "I" are those who are passing the course at the time of the request and have completed a majority of points possible as outlined in the syllabus. Consult with the course coordinator or the LDC before assigning a

grade of "I." For more information about the grade of Incomplete, refer to the Undergraduate Catalog (http://catalog.utk.edu/), Academic Policies and Procedures.

10. **Change of Grades:** Occasionally, there is a need to change a grade after it has been given. For example, an error in the grade calculations may be discovered. The assistant to the UAH in Ayres 225B has forms for this purpose.

11. **Students with Extracurricular Activities:** Most lecturers are likely to have students who are athletes, members of the Band, or members in some other organization sponsored by the University that requires them to be out of class occasionally. Department policy is that work missed by students who are off campus under university sponsorship will be made up (or replaced or dropped), provided the student notifies the instructor in advance that he/she will be absent, and presents a letter from the organization involved stating the dates, and that the interruptions do not prevent the student from making normal progress in the course. Do not make any special make-up rules for athletes or other organizational members that do not also apply to the rest of the students in your class.

12. **Students with Disabilities:** Students with documented disabilities are required to provide a letter from the Office of Disability Services (227 Dunford Hall, 974-6087) detailing the accommodations lecturers should provide for that student. Do not provide accommodations without the required letter. The Office of Disability Services is a vital resource for lecturers. Contact them with any questions about how to provide the appropriate accommodations.

13. **Student Problems:** When students have a problem, of whatever nature, they may approach their instructor first. In other instances, a lecturer may be the first to realize that a student has a serious problem. The Mathematics Undergraduate Program office, Ayres 225B, can handle curricular problems of all kinds. Send students there whenever they ask about placement, course prerequisites, transfer credits, degree requirements, University academic regulations, or related topics.

    For personal problems and crises of all kinds, the University has a Counseling Center (http://counselingcenter.utk.edu/). Please encourage students who need that type of assistance to go there. Other resources for students are the Student Success Center (http://studentsuccess.utk.edu/) and the Dean of Students Office (http://dos.utk.edu/).

C. SERVICE OPTIONS FOR LECTURERS

Lecturers are encouraged to provide service to the department other than teaching when possible. In addition to the roles of **course coordinator** and **lower division chair**, the service options listed below are assigned to lecturers. To indicate willingness to serve and to review compensation associated with service roles, lecturers should complete the online form posted at https://math.utk.edu/services/.

1. **Math Tutorial Center Director/Assistant Director**
   MTC Directors organize and manage center operations, ensuring that UT students can access tutoring services for at least 100-level math courses. Directors' main priorities are security, quality control, and assessment. Managerial responsibilities include training coordinators for tending to keys, reception, phone, student sign-in, tutor accountability, and some faculty services such as test proctoring as time permits. The human resource portion of the director's work includes payroll, recruitment, hiring, orientation, feedback, termination, and writing letters of support when tutors move on to new jobs. Directors also seek new means of promoting the center such as student fairs to increase visibility and Public Relations for the center, encouraging increased satisfied participation from UTK students.

2. **UT/Pro2Serve Math Contest Organizer**
   Good organizational and communication skills are key attributes for this position. As the department's main outreach event, effective communication, both verbally and written, is needed with teachers, students, and parents across the state. The position requires both the ability to complete tasks independently and delegate/oversee others. Working closely with the Math Department personnel and other UT departments is necessary to successfully complete all components of the math contest including, but not limited to: securing sponsorship(s), hotel rooms, advertising, parking, a venue to host the Math Bowl rounds and the FERMAT exams; scheduling the date of the contest and all deadline dates, guest speakers, and workers for the day of the contest; purchasing awards; and other necessary tasks.

3. **TMTA Contest Organizer**
   The TMTA organizer offers local high schools the opportunity to participate in the contest, coordinates with TMTA and the department to secure rooms and schedule the event, recruits volunteers from the department to administer, proctor and grade the exams and then submits the results to TMTA.

4. **GTA Training Seminar Lecturer**
   The GTA Training Seminar Lecturer works with the tenure track faculty member and GTA leader of the course develop the topics and schedule for the semester. The lecturer will lead about one-third of the class sessions (weekly meetings), but also attends every session to offer their view point and ask stimulating questions to encourage discussion among the GTAs who are participating in the seminar.

5. **Enhance WebAssign Coordinator**
   The EWA coordinator creates UTK math department specific training documents for both students and faculty providing updates when the system changes, conducts faculty training sessions on the beginning of semester course meeting day and on a one-by-one basis as needed, assists faculty using the program throughout the semester, acts as the liaison between WebAssign, Cengage and the department, and reports errors and other issues to WebAssign providing input to assist in the resolution process when possible.

6. **Campus Classroom Upgrade Committee**
   The lecturer assigned to the Campus Classroom Upgrade Committee attends meetings every other Monday from 3:30-5:00pm to give feedback about room usage and the equipment/ technological needs of the math department. Committee members are sometimes asked to do outside research regarding equipment or give brief presentations regarding the needs of their departments.

7. **WebAssign Premium Coordinator**
   The WebAssign Premium coordinator is responsible for training instructors interested in using WebAssign for Math 141, 142 or 241 and acts as liaison between WebAssign, W.H. Freeman publishers and the department.

D. SUGGESTIONS

1. **Preparation:** The two most common complaints from students about their teachers are: the teacher is not prepared for class (doesn't know the material, can't explain the material, or can't do the homework problems) and the teacher did not grade fairly. Plan for an adequate amount of preparation time for each lecture given. How much lecture preparation is needed depends on how much experience the lecturer has with the material. Inadequate preparation is usually apparent to most students, and a chronically unprepared lecturer will soon lose the respect of the class. Do all assigned homework problems in advance of presenting the solutions in class.

2. **Stick to the Syllabus:** A good course syllabus can prevent many problems in communication with students. The syllabus is a contract between the lecturer and the students. Explicitly explain all class policies in the syllabus. Then follow the syllabus exactly. Do not deviate from what the syllabus states. Do not change the syllabus mid-semester, even if it "helps" the students. A change in policy mid-semester can be used as grounds for a successful grade appeal by a student.

   Monitor the grade distributions and if necessary (the test was poorly written, too long, etc.) adjust grades of major assignments and tests BEFORE returning them to students to avoid changing the policies or relying on later work to bring up low grades. Whatever policies are put in place, apply them fairly to all students in the class. Policies that allow grades to be replaced by later grades create a problem of lack of certainty on the part of the student. Students may be counting too much on higher grades that they are really not able to make.

   It is imperative to be fair to the students, so even if the system described on the syllabus is too lenient, do not try to toughen it during the semester. If the system is too strict or makes too many demands, talk to the course coordinator, LDC or UAH about adjustments that could be made.

3. **Record Keeping:** As soon as the class membership has stabilized (end of drop/add period), establish a well-annotated grade book. At some time in the future the lecturer/department may have to defend the grades assigned. Physical grade books are available in the mailroom. Electronic grade books (excel, online homework system grade book, Blackboard) are also acceptable. When a lecturer's employment ceases, they will be asked to turn in grade books. SUGGESTION: Keep a backup copy of the grade book somewhere separate from the primary grade book. Keep student finals for one semester per University policy; the department recommendation that they be kept for one year. Students may meet with a lecturer to go over their final exam, but the lecturer must keep the exam. Make a copy for the students if appropriate. Do not give out copies of departmental final exams unless that exam has already been posted publicly on the course website. Keep grade books indefinitely.

4. **Office Hours:** It is wise to urge students to give advance notice, (e.g. just after class) if they wish to meet outside of class, however, lecturers should be available to students during posted office hours without prior notification from the student.

5. **Tutoring:** The Math Tutorial Center provides free tutoring. Hours of operation are posted at http://www.math.utk.edu/MTC/. If students ask about private tutoring, send them to the Math Department office, Ayres 227, where there is a file of available tutors. The Students Success Center (http://studentsuccess.utk.edu/) and the Office of Multicultural Student Life (http://multicultural.utk.edu/) also offer tutoring. Supplemental Instruction (http://studentsuccess.utk.edu/support/supplemental/) is available for some courses.

6. **Attendance:** Students should be impressed with the fact that non-attendance will, at least indirectly, affect their grades, especially in service courses. Frequent quizzes will help motivate students to attend class. CHECK ATTENDANCE DAILY AND KEEP A RECORD OF ATTENDANCE.

7. **Posting of Course Grades:** Do not violate FERPA policy by posting grades in a public manner.

8. **Tests and the Final Examination Period:** Announce the exact date of each test well in advance (at least one week). Most course outlines given by course coordinators suggest convenient times for scheduling tests. Consult the timetable for the official final examination schedule (http://registrar.tennessee.edu/academic_calendar/). All final exams must be given during the specified times. No in-class written quizzes or tests counting more than 10 percent of the semester grade may be given the last five calendar days prior to the study period. For more information, see the Exam Policy posted at http://registrar.tennessee.edu/academic_calendar/.

9. **Other Syllabus Options:** Provide a list of course objectives (statements of what students should be able to do or know after participating in class sessions and completing the homework). This gives the students a written list of important items that must be learned for successful completion of the course. Include a section in the syllabus titled "How to Succeed in This Class." Be specific about how much time they should invest in the course, how important attendance

will be for their grade, how to approach homework assignments, how to work for understanding, and how to study for exams.

Include a section outlining "Classroom Etiquette." Many young students simply do not know the rules for proper classroom behavior, and it may be part of the lecturer's responsibility to help them grow and mature. Some problems that might be addressed include: side-talking, arriving late, leaving early, preparing to leave before class is over, skipping class, reading the newspaper or working on items for other courses during lecture, and cell phone and other electronic use during class. Most students will appreciate knowing the expectations (whatever they are) at the beginning of the course. State that these rules acknowledge respect for professors, for class time, and for fellow students (from "Teaching Large Classes," by Elisa Carbone).

10. **First Day of Class:** Take advice from the following quote from "Teaching Large Classes," by Elisa Carbone. "If you simply go over the syllabus and other administrative matters and then dismiss students, you will have made the session brief and boring. This will have set the tone for the rest of the semester. …Use the rest of the time to stimulate students' interest in your subject matter." Find out information about the composition of the class (by show of hands or clickers) how many freshman, sophomores, etc., are in the class, or ask other questions such as what students are majoring in, as an ice-breaker. Have students get in pairs and exchange names and phone numbers. This provides an instant partner for each student in the class and acts as another ice-breaker.

E. STEPS FOR REPORTING ACADEMIC DISHONESTY (adapted from the Office of Student Conduct and Community Standards http://studentconduct.utk.edu/faculty_dishonesty.php)

1. Instructor identifies suspected case of academic dishonesty.

2. Instructor may choose to meet with student(s) involved to investigate and determine if an instance of academic dishonesty did occur. (Instructor may also choose not to meet with the student(s) or student(s) may not be available due to semester breaks.)

3. Instructor composes a draft letter detailing the allegation of academic dishonesty using the sample letter. Instructors are required to use this sample as a framework from which to draft their own letter to insure that all necessary information is included.

4. For courses numbered 130 or below, instructor submits the draft letter to the lower division chair or undergraduate associate head for approval. For courses numbered 141 or above, instructor submits the draft letter to the undergraduate associate head or department head for approval. Once approved, the letter should then be countersigned by the department head, undergraduate associate head or lower division chair.

5. Administrative staff sends hard copy of letter to student. Email copies will be sent to the student, instructor, Office of the Dean of Students, the administrative head of the instructor's

academic unit, and where different, the head of the academic unit in which the student is enrolled and the Associate Director of the Office of Student Conduct and Community Standards.

6. Upon receipt of the letter, the student may choose to appeal the professorial penalty according the process outlined in Hilltopics under the heading, Appeal of Professorial Penalty. The student's appeal may be resolved at the department level in consultation with the instructor and/or department head. If not resolved at the department level, the student may request that his/her appeal be heard in an Academic Review Board Hearing. If the appeal is heard by an Academic Review Board, the determinations of the board will be made according to the procedures outlined in Hilltopics under the heading, "Decision and Right of Appeal." Additional appeal options may be pursued by the student after this point if the student so chooses. (See Hilltopics, Appeal of Academic Review Board Decision.)

F. STUDENT/PARENT COMPLAINTS AND CLASSROOM BEHAVIOR PROBLEMS

Sometimes a student comes to the department office to complain about his/her instructor. The LDC or UAH will talk with the student and attempt to identify the problem(s) and to remind the student of his/her own obligations in the course. This initial conversation is simply a "fact-finding session" after which the instructor may be asked to come in to discuss the situation and to give his/her side of the matter. The department's main concern is that good instruction is provided, fair grading policies are used, and a pleasant atmosphere conducive to teaching and learning is maintained. Because students are often hesitant to discuss their concerns directly with the instructor, working through the departmental office is sometimes the only way for an instructor to learn that his/her student is troubled. The LDC and UAH are always willing to work with instructors to resolve problems.

Do not talk with parents about a student's progress, attendance or grade in the class. Advise parents that because of FERPA regulations, all communication must be between instructor and student. Explain to the parent that if the student has questions about their progress or grade for the course they should meet with their instructor. If this does not satisfy the student or parent, advise them to call the Mathematics Undergraduate Program office, Ayres 225B, at 865-974-1478.

If there are behavioral problems with a student in the classroom, please seek the LDC or UAH. They will attempt to help you solve classroom difficulties. Refer to the Classroom Expectations Document posted at http://www.math.utk.edu/Courses/Expectations.pdf . Call campus police (UTPD) emergency line if there is a safety concern in class: 865-974-3111.

G. CLASSROOM EQUIPMENT PROTOCOL

Most classrooms on campus are equipped with technology. Lecturers should report any issues related to the classroom equipment to the Office of Information Technology as soon as possible. For emergencies (i.e., something that must be fixed immediately in order for class to resume as normal), call 974-9110. To report equipment issues of a non-emergent nature, call 974-9900.

The Math Department IT staff should be contacted only after the lecturer has unsuccessfully attempted to resolve the equipment problem via the OIT staff.

II. MISCELLANEOUS INFORMATION

A. TELEPHONE: Telephones are provided for local use only, and they may not be used for personal long distance calls.

B. MAINTENANCE PROBLEMS: Any maintenance problems that occur (e.g., heating, lighting) should be reported to the math department office, Ayres 227, 865-974-2461.

C. NON-STANDARD CLASSROOM EQUIPMENT: The math department has a large collection of teaching aids that can be checked out for use in the classroom. Please contact the math department office, Ayres 227, 865-974-2461, to reserve an overhead projector, TV, VCR, DVD, or overhead calculator equipment.

D. POLICY ON DEPARTMENTAL PROPERTY: Before leaving the department lecturers will be asked to turn in the following to the department: grade records, textbooks, office keys, equipment that has been checked out, and in some instances copies of examinations. A lecturer's final paycheck may be withheld until any missing item is supplied. Often the department must handle questions concerning grades--sometimes several years after the grade has been assigned. It is impossible to do so without adequate records. The need to return keys, books, and equipment is obvious. Although the department must pay for all key replacements, the real concern is for loss of security when keys are not adequately controlled. Cooperation of lecturers in these matters is appreciated.

E. INCLEMENT WEATHER POLICY: The University of Tennessee will remain open except in the most severe weather conditions. The inclement weather policy and current campus status are posted at http://www.utk.edu/status/. In the event of inclement weather when the University remains open, all faculty, administrators, and staff will be expected to make every reasonable effort to maintain their regular work schedules, but are advised to avoid undue risks in traveling.

III. DISTRIBUTION OF PREVIOUSLY-PUBLISHED MATERIAL

Do not copy previously published material for distribution to your class. In a memo dated March 23, 1993, Associate Dean Charles Jackson reminded faculty that "... providing copies of published material to students for class use with or without costs to them and/or without permission of the original publisher is illegal. Copyright laws in general apply to all such material." He also noted that "[f]aculty members who choose to make such copies of published information available for public use, especially when it involves University owned equipment invite legal action toward themselves and the institution as a whole."

IV. SEXUAL HARASSMENT

The university sexual harassment policy is posted at http://oed.utk.edu/complaints/sexual-harassment.shtml. The basic point to remember is that sexual harassment is unwanted, unsolicited, or undesired attention of a sexual nature. Sexual harassment is a breach of the trusting relationship that normally exists between the employer-employee and/or the professor-student. Boundaries between the professional role and the personal relationship blur because the harasser introduces the personal element into what should be a sex-neutral situation. Sexual harassment can be exhibited verbally or physically. Examples of sexual harassment include: unwelcome sexual innuendos, suggestive or insulting sounds, whistling in a suggestive manner, or humor and jokes about sex or (wo)men in general, implied or overt threats, and unwelcome patting, pinching, or touching.

V. POLICY ON CONSENSUAL ROMANTIC OR SEXUAL RELATIONSHIPS

UTK's educational mission requires an atmosphere of professional behavior based upon mutual trust and respect between faculty and students. Relationships between students and their teachers, advisors, and others holding positions of authority over them should be conducted in a manner that avoids potential conflicts of interest or exploitation. Given the inherent differences in power between faculty and students, all members of the university community should recognize the possibility of intentional or unintentional abuse of that power. Commonly accepted standards of professional behavior and ethics require that faculty members not hold evaluative power over any student with whom they have a romantic or sexual relationship.

Faculty members who engage in these relationships leave themselves vulnerable to charges of sexual harassment or conflict of interests. Even when both parties initially have consented, such a relationship renders both the faculty member and the institution vulnerable to possible later allegations of sexual harassment in the light of the significant power differential that exists between faculty and students. Thus, faculty members should not initiate or accept such a relationship with a student over whom they have an evaluative role. Should such a relationship develop between a faculty member and a student, the faculty member shall remove him/herself from the evaluation of the student's work. Faculty members are therefore obliged to be aware of these problems and of their individual responsibility to protect themselves, their students, and the institution from harmful effects of such relationships.

VI. COMPUTER ETHICS

The math department has a technical support team available to assist lecturers with computer or other technology related issues. When assistance is needed, email help@math.utk.edu.

For information on acceptable uses of technology on campus refer to https://oit.utk.edu/policies.

VII. EMERGENCY SITUATIONS

The UT Alert Messaging System has been established to alert the campus community of emergency situations on campus. Refer to https://www.utk.edu/utalert/.

REACTING TO AN EMERGENCY SITUATION

The following procedures should be followed in the event of an emergency situation:

1. Notify other building occupants of the existence of an emergency. The best way to alert others is by activating the building's emergency alarm system while exiting the building. The alarm system will sound when the activation handle is pulled out or down.
2. Notify 911 of the emergency from a safe location. This may be an office or a room down the hall, or a nearby building. When the 911 operator answers, describe the type of emergency, its exact location and the severity of the problem. Stay on the line, if it is safe to do so, until the operator has been provided all the information available.
3. If it is not safe to use a building telephone, use the nearest "blue light" emergency telephone. The "blue light" telephones are connected directly to the University Police Department dispatcher who will relay the request for assistance to the appropriate response agency. Stay on the line until the dispatcher has been provided all the information available.
4. Procedures for evacuation: One of the most important responsibilities of each individual is to evacuate the building promptly and safely. In response to the sounding of an emergency alarm (or other notification) leave the building immediately. When leaving an area, close the door to retard the spread of flames and smoke. Proceed along the previously determined escape route to the building's exit. (If an exit is blocked, use an alternate path.) After entering a stairwell, be sure that the door closes and latches. DO NOT USE THE ELEVATORS. The elevator may fail as a result of damage or it may move to the location of the emergency and the doors may open.
5. Once outside the building, move away to a safe location. Do not return to the building until instructed to do so by authorized personnel (Fire or Police Officer). If there are no authorized personnel on the scene, go to a nearby building or to a "blue light" emergency telephone and call for instructions.

IN CASE OF A FIRE OUTSIDE THE CLASSROOM

1. Feel the door to see whether it is hot. If the door is hot, the area on the other side is probably involved in the fire. If the door is cool, kneel down and check the air coming into the room from under the door. If the air is cool, it should be safe to open the door.
2. Kneel behind the door and open it a crack, being sure to keep your face turned away from the opening. Listen and smell for smoke and fire. If the area on the other side of the door is on fire, very hot air and gases may rush into the room when you open the door. If this occurs, close the door immediately.
3. If it is determined that it is safe to leave the room, close all the windows and then the door while exiting. When leaving a smoke-filled area, move quickly, crawling on your hands and knees. (Hot air and poisonous gases rise; fresh air will be nearer the floor.)
4. If it is determined that it is not safe to leave the room, wait for rescue. While waiting, place a wet towel or other material along the bottom of the door to impede the entry of smoke and gases. Check all windows for an escape route. If no unaided safe escape from a window is

possible, attempt to open a window slightly and hang something out to show rescuers that people are there. The small opening will also provide fresh air.

HANDICAPPED INDIVIDUALS

Special arrangements must be made for individuals who have a handicap that would hinder their evacuation from the building. The head of a unit in which a handicapped individual is employed is responsible for making arrangements for provision of necessary assistance in the event of an emergency. The person or persons designated to assist the handicapped person should go to the handicapped person when the alarm sounds. The University Police Department should be appraised of persons for whom special arrangements have been made.