This handbook is intended for all teaching staff in the Power, Identity, Resistance sequence, primarily teaching interns, graduate lecturers, and Harper-Schmidt Fellows.

Canvas

Each instructor should create a site on the course management system, “Canvas,” which is located here: https://courses.uchicago.edu. There is also link on the Faculty web page (http://www.uchicago.edu/faculty). You will find a link to a tutorial on Canvas in the “How do I get started” section at the bottom of the Canvas page. You can download Canvas resources and guides at: https://courses.uchicago.edu/resources.

Chicago Center for Teaching (CCT)

The Chicago Center for Teaching (CCT) (https://teaching.uchicago.edu) is a UChicago resource that provides support and training in the art of teaching. CCT provides training for interns and lecturers at the beginning of each year and PIR collaborates with CCT in providing the PIR Teaching Workshops (see below). CCT offers a College Teaching Certificate as a way to develop and demonstrate this aspect of your professional development (see here: http://teaching.uchicago.edu/graduate-students/college-teaching-certificate/). The PIR teaching workshops with CCT staff can count toward the 5 hours of teaching development programming that are required for the certificate.
**College Advisers**

The College Advisers are the professional staff of the Office of the Dean of Students in the College who provide undergraduates general academic guidance throughout their time at UChicago. The adviser for each student is listed on your class roster, and you can find their email via the online directory ([https://directory.uchicago.edu](https://directory.uchicago.edu)). As an instructor, the most likely circumstances under which you’d deal with the advisers is when a student of yours is experiencing some sort of difficulty completing the requirements for your class. When you have a student falling behind in their written work or ceasing to attend class regularly, it’s best to contact the adviser in addition to trying to contact the student. Contacting the adviser accomplishes a number of objectives: it alerts them that their student may be experiencing significant difficulty, it allows you to enlist the adviser to help contact the student (this can be extremely helpful), and it serves to document the situation and your response to it. While there are limits to the information advisers can provide instructors about their students, the adviser might also be able to confirm whether a student is experiencing legitimate difficulties that might call for lenience or flexibility in your approach with them.

**NEW:** There is now a “DOS Alert” button on the Registrar’s class roster which allows you to send an instant request for a student’s Adviser to contact you. This will save you several annoying steps.

**Faculty Access**

The faculty webpage ([http://www.uchicago.edu/faculty](http://www.uchicago.edu/faculty)) provides a number of useful links, including Canvas, timeschedules (find out where your class is), and Faculty Access to the Registrar (for class rosters, filing grades, etc.).

**Grading**

College grading policies:

- [https://college.uchicago.edu/advising/grading-policies](https://college.uchicago.edu/advising/grading-policies)
- [https://registrar.uchicago.edu/records/grading/grade-policies/](https://registrar.uchicago.edu/records/grading/grade-policies/)

Information from the College on grading:

- [http://collegecatalog.uchicago.edu/thecollege/gradingandacademicstatus](http://collegecatalog.uchicago.edu/thecollege/gradingandacademicstatus)

Generally, it’s best to provide many occasions for students to receive evaluations of their work and to contribute to their final grade. The traditional standard in PIR is to assign 3 papers and weigh class participation heavily. Many instructors also require regular posts on readings, class presentations, and other opportunities.

It is very important to communicate your grading standards to students clearly. Consider doing so in writing on your syllabus or otherwise. This provides the information the students need to meet your
standards, to understand the grades they receive, and may save you trouble in the future with requests for grade reviews.

It’s also important to guard against grade inflation in general, and especially at the beginning of the year. You should expect all students, even the strongest, to improve over the quarter and the year and they should expect the same, so it’s critical to leave “room” in the grading structure to account for and reflect this improvement. While some students may simply expect to receive “A’s”, the average grade for comparable Core classes is closer to a “B.” The average in a given class may vary, particularly depending on the size of the class and quarter, but it’s important to communicate and apply appropriately high expectations in your grading practices.

Incomplete grades – In order to receive an Incomplete (“I”), a student *must* request it and submit a specific form. Please see links above for details. After the final grade is filed, an “I” will appear next to it on the student’s transcript (indeed, an “I” will appear next to any grade submitted late). While in the past faculty could make a request directly to the registrar that the “I” be removed if a situation warranted it, the policy now requires that such requests be approved by the Dean of Students.

Failing grades – Whether to fail a student is the decision of the instructor, but it is generally recommended that it be reserved for egregious cases like plagiarism and substantially bad faith. It is also advisable to inform the student’s College Adviser that you intend to file a failing grade.

P/F grades – As students can not receive Core credit for a P in PIR, it is rare that a student requests a P/F. It can happen, though, and it’s best to just verify the request with the student’s adviser. A P may not later be changed to a quality grade, and a quality grade may not be changed to a P. An F may not be changed, except when entered by mistake.

W grades – Starting this year, students can no longer request a course withdrawal (e.g. a W grade) from their instructors. Instead, students need to write to their Academic Adviser to request the W, and they must do so by Friday of 10th week or the day before the final assignment is due – whichever is earlier. The Adviser will contact the faculty member to inform them about the withdrawal. If students request a course withdrawal from you directly, please redirect them to their Academic Adviser.

Late/Missing Student Work

There is wide variation in how instructors manage late or missing student work. These might include allowing one late paper per quarter with no penalty, assessing a grade penalty for each late day, or other arrangements. How you manage late or missing student work is up to you and you are welcome to talk with other instructors about their policies. However you approach the matter, it is important that you clearly communicate your policy to your students, preferably in your syllabus.
Mentors

As you are aware, the teaching internship in the Core is quite different than a Teaching Assistantship. Interns are essentially apprentices to mentors who guide their introduction to teaching small, discussion-based classes. It is important to establish good communication with your mentor. Interns and mentors should discuss the intern’s role in the class, including whether interns will participate in class discussions and how, which classes the intern will teach (no more than two), and how interns will participate in grading. Interns are not required to participate in classes they are not teaching. Mentors must be present when interns teach (interns may not be asked to “cover” classes for mentors) and mentors may not delegate grading to interns – any grading done by interns should be reviewed by the mentor. At all points – class participation, teaching, and grading, the mentor should provide constructive feedback to the intern.

If you have questions or concerns about your relationship with your mentor, please contact Gary or Jennifer.

Plagiarism

1. The first way to deal with plagiarism is to do what you can to prevent it. Avoid obvious or canned paper topics, responses to which are easily found online. Take the time necessary to compose creative topics that respond to your particular approach to the texts in your class and that ask the students to analyze the texts in thoughtful and even unexpected ways.

2. If you do encounter a possible case of plagiarism, be sure to verify and document your evidence thoroughly.

3. Discuss the matter with the student to learn more about the situation and obtain the student’s account of what took place.

4. If at this point you are convinced that the situation in fact constitutes plagiarism, you will need to make a judgment about how to respond. The response is up to the discretion of the instructor and may take one or more of a number of forms. For example, if you are convinced the situation was purely unintentional and reasonably innocent, you might require that the student do the assignment again. In more intentional or problematic cases, you might fail the student on the particular assignment or in more egregious cases, fail the student for the entire class.

The Dean of Students Office asks that all cases can be referred to them, so they can respond when appropriate and track repeated cases (keep in mind that your case may not be the first -- or the last -- incident with that student). You can send reports of plagiarism to collegedos@uchicago.edu or to a student’s adviser.

If you encounter a possible case of plagiarism, you are welcome to contact Gary and/or Jennifer to discuss it.

Some University Resources on Plagiarism:

Office of the Provost:
https://provost.uchicago.edu/handbook/teaching/students
Staff Meetings

Attendance at weekly staff meetings by interns and lecturers is mandatory. This provides an opportunity to explore the texts, hear different approaches to conveying them to students, and have questions and concerns answered. It’s critical that all teaching staff – faculty, Harper-Schmidt Fellows, lecturers and interns – participate in the meeting. The meeting is intended to serve a number of purposes and address the different actors in the PIR “universe”; accomplishing this requires everyone’s active participation.

If there is a given meeting you are unable to attend, inform Gary and/or Jennifer about it.

Student Concerns

1) The disappearing student –

You may very well have a student who ceases to attend class regularly, or even at all, at some point. When this happens, it’s best to email the student (and their adviser -- a “cc” might be sufficient) to remind them of the importance of attending class and reiterate that they need to communicate with you if they are experiencing some sort of difficulty. You can also remind them of your attendance and participation policy. If the problem persists, you can ask the student’s adviser to contact them, which is sometimes more likely to elicit a response. If the situation persists, you will need to determine how to respond, taking into consideration the particulars of the student’s situation and your class policies. If you have questions about this or would like to discuss a specific situation, please contact Gary or Jennifer.

2) Adding classes

Before the quarter begins, students might request permission to add into your section if it is full. You cannot promise space to students or keep a wait list before the start of the quarter. Students must wait until classes start, when they will follow the standard add/drop process to enroll in your course.
· Instructor Consent: After the quarter begins, students need instructor consent to register in Social Sciences Core classes. Instructor consent is required even in under-enrolled sections.

· Attendance Requirement: All students are required to attend the first and second class meetings. Students who wish to add your class must come to your first and second classes.

· Granting Consent to Add: At the end of the first week of the quarter, you can allow students to add your class if space is available.

· Enrollment Limits: Enrollment in Social Sciences Core courses is limited to 19 students. You cannot permit more than 19 students to register in any section.

The Registrar provides an online system through which students can request to add a class. If you do not want to receive many requests via email to allow students to add your class, and if you prefer that students attend your class before allowing them to add, you can opt out of the online system. Information about the system and opting out of the online option can be found here: http://registrar.uchicago.edu/page/managing-online-consent-requests

3) Dropping Students (very rare)

As students are required to attend the first two class meetings, students who miss either the first or second class qualify for automatic withdrawal. It isn’t generally necessary to resort to this. If your section is not full or no unenrolled students are hoping to add, there’s really no need to initiate automatic withdrawals in the first two weeks. If after the first two weeks of class you still have students enrolled who did not attend the first two meetings, contact Gary or Jennifer.

4) Health and Mental Health concerns –

You may require that students provide documentation of appointments from medical professionals for purposes of granting extensions on written work or exemption from other significant class requirements. Due to privacy laws, the only information that can be provided in such documentation is essentially the fact and date of the appointment. The Dean of Students office requests that instructors refrain from requiring such documentation for simply missing class as it would burden student health services.

Students are asked to contact their instructors directly when they miss class due to illness. If a student exceeds the maximum number of allowed absences in a class, it is up to the instructor to decide whether to make an exception to the course attendance policy. If a student is hospitalized, instructors will typically be contacted by a college adviser to confirm the circumstances.

If you become seriously concerned about a student’s mental health, you should alert their adviser. If the student is speaking openly with you about it, you can remind them appropriately that the Student Counseling Service is available to them and might be helpful.

5) Students with disabilities –
Students might require accommodation for a variety of disabilities. Forms of accommodation usually take the form of using a laptop in class, using the services of a note taker, extra time on in-class writing assignments, or extensions on written work. Students who require such accommodation need to register with Student Disability Services and obtain a letter that informs their instructors of their particular accommodations. If you have questions about these matters, you can contact Student Disability Services.

**Syllabi**

In addition to providing a description of the course and schedule of the readings, it is important that your syllabus also establish your class policies clearly. It’s recommended that you address class requirements, including attendance and participation, grading standards, policy for late work, use of laptops in class, academic honesty, and any other policies or procedures you will be following.

**Teaching Workshops**

PIR offers a serious of Teaching Workshops throughout the year, which are required for teaching interns. They are an opportunity to explore particular topics in detail with experts in pedagogy and the UChicago Core. We recommend that lecturers and Harper Schmidt Fellows also attend a few, as an opportunity both to brush up on their training and to serve as a resource to interns. The PIR teaching workshops with CCT staff can count toward the 5 hours of teaching development programming that are required for the CCT teaching certificate. The schedule for the year can be found at:


**Writing Resources**

Undergraduates who might benefit from additional writing assistance can be referred to the College Core Writing Tutors. Consultations are available by appointment and walk-in. ESL writing tutors are also available. Website: http://writing-program.uchicago.edu/

If you have any questions or suggestions for additional handbook topics, please contact Jennifer Spruill, PIR Co-Chair: spru@uchicago.edu.