O'NEILL SCHOOL OF PUBLIC AND ENVIRONMENTAL AFFAIRS

Teaching Guide

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Introduction

Paul O'Neill School of Public and Environmental Affairs stands as an integral part of Indiana University's teaching mission. O'Neill's teaching mandate is extensive. The School teaches across multiple disciplines and competencies in a program that is academic, professional, and pre-professional. The School also makes extensive use of adjuncts, befitting a School that puts primacy on theory and practice in public and environmental affairs.

The wide mandate, and the high diversity of its constituent parts, create inevitable issues, challenges, and administrative questions. This holds true for both the seasoned full-time veteran teacher and the first-time entrant into adjunct classroom teaching. This guide is intended to fill in the gaps and point toward answers. Put simply, this guide is intended to provide faculty with essential information, procedures, and guidelines. It is intended to promote consistency in delivery. It aims to enhance knowledge retention and help faculty implement diverse teaching practices across classrooms and teaching spaces. The manual codifies an evolving set of rules and practices that have grown increasingly formalized over time--inevitable as the School has expanded into the complex and exemplary institution that it now is.

The document can be read through from start to finish, but the teacher may also find it worthwhile to make use of the extensive table of contents and to periodically consult as the need arises. It is designed with both audiences in mind. It does *not* deal with some issues. In such a case, the teacher is advised to consult program directors.

Please remember that this is a living document: it is meant to be updated, to be supplemented, and to be amended as the School and the faculty see fit. This resource is a tool in your teaching toolkit here at O'Neill School of Public & Environmental Affairs.

We wish to give special thanks to the task force members John Karaagac, Ursula Kuhar, Antonette McCaster, Roger Morris, and Andrea Need who assembled this team-written document. Finally, we wish you all success in your teaching students both toward and for the Greater Good.

Tips for starting the semester

- O'Neill Administration email (sent by the Dean's office outlining administrative updates, sample syllabi, and suggested content)
- IU email sent at the start of the semester.
- O'Neill documents: https://oneill.indiana.edu/policies/
- Checking the classroom: https://cts.iu.edu/services/classroom-database
- Visit the Teaching & Learning Canvas page for videos and additional resources.

How to order textbooks

- General information on ordering course materials can be found at https://uits.iu.edu/textbook-ordering-students/index.html .
- There are three options for course materials: (i) Paper ("Hard Copy") textbooks, (ii) Digital textbooks and other materials, and (iii) articles or book chapters for "fair, educational, and personal use" loaded to the course Canvas site.
- Traditional Paper texts can be ordered the IU bookstore website https://www.bkstr.com/indianastore/shop/textbooks-and-course-materials . Instructors should put textbook orders in at least several weeks before semester starts to allow students to search for alternative less expensive options. Instructor may explicitly recommend that students search internet for the course materials. If appropriate, Instructor may allow for earlier editions of the texts via Abebooks or Amazon what may save students money.
- Ordering course materials via IUBookstore or other online sites, the materials will be shipped to students. Students can also purchase the texts by visiting IU Book Store in person.
- Digital eTexts and Digital Learning Tools and Courseware materials may be ordered via IU eText Portal: https://iu.ordertool.prod.unizin.org/catalog. Usually, digital editions are half price compared to printed copies. Students are automatically billed via Bursar upon enrollment in the course.
- Instructors must order digital course materials in advance. The deadline for the fall semester orders is in mid-spring. If the instructor is unable to place the order by the campus deadline, a Post-Deadline Ordering request must be submitted Using IU eText Analytics (via Canvas),
  - Ancillary digital materials (or course software) are designed to support instruction in both in-person or online learning environments, for example, interactive study tools, or adaptive learning tools.
- Canvas resource site for more details about IU eTexts, including Ordering Instructions and Deadlines/Timeline. Video on How to order an IU E-text is available in Kaltura:

https://iu.mediaspace.kaltura.com/media/t/1_uq32ygfk . For help: contact Steven Watkins at stewatki@iu.edu, telephone 812-855-7980.

- o Instructor is recommended to post links to the texts and articles available for free download via https://IUcat.iu.edu ;
- o Instructor may upload course materials to Canvas such as pdf-copies of separate chapters or articles. Instructor needs to make sure to be in compliance with copyright.
    - o Consider adding to any instructor-uploaded pdf the following statement:

        "CONCERNING COPYRIGHT RESTRICTIONS: The copyright law of the United States (Title 17, United States Code) governs the making of photocopies or other reproduction of copyrighted material. Under certain conditions specified in the law, libraries and archives are authorized to furnish a photocopy or other reproduction. One of these specified conditions is that the photocopy or reproduction is not to be used for any purpose other than **private study, scholarship, or research**. If electronic transmission of reserve material is used for purposes in excess of what constitutes "fair use", that user may be liable for copyright infringement."

How to make my syllabus

- o Utilize the Syllabus Memo template (sent each semester by O'Neill Administration)
- o Ask Undergraduate/Graduate program director if prior faculty materials exist already and/or ask for Undergraduate/Graduate program director for review.
- o Post your syllabus a week in advance of the date which classes start.
- o Send a Canvas announcement to students when your syllabus is posted (See the "How to use Canvas" section of the manual under announcements)
- o Syllabus content may be incorporated into Canvas or a syllabus can be posted as a separate document or in a module.

How to Use Canvas

Setting up a new course

- o Copy existing course: https://community.canvaslms.com/t5/Instructor-Guide/How-do-I-copy-content-from-another-Canvas-course-using-the/ta-p/1012
- o Create a new course shell: https://community.canvaslms.com/t5/Instructor-Guide/How-do-I-copy-a-Canvas-course-into-a-new-course-shell/ta-p/712

Assignments:

- How do I create an assignment?
- How do I publish or unpublish an assignment as an instructor?

Automate grading

- How do I use the Gradebook?
- How to add rubrics: https://community.canvaslms.com/t5/Instructor-Guide/How-do-I-add-a-rubric-in-a-course/ta-p/842

Announcements

- How do I add an announcement in a course?

Integrating other Learning tools

- How do I add an external app in a course?

How to import the O'Neill Canvas template

To import the O'Neill AY 23/24 Canvas template into your course, please follow the steps below.

1. Navigate to Canvas and log in.
2. On the far left, crimson colored menu bar, you should see a button to access the Canvas Commons. Click this button.

3. Once you open this link, enter the following into the search bar at the top of the page: **O'Neill Template.**

4. This should narrow your results down. Click on the title in blue (O'Neill Course Template AY23/24 Design...) to open it.

5. To import the template, click on the blue Import/Download button on the right-hand side, below the picture.
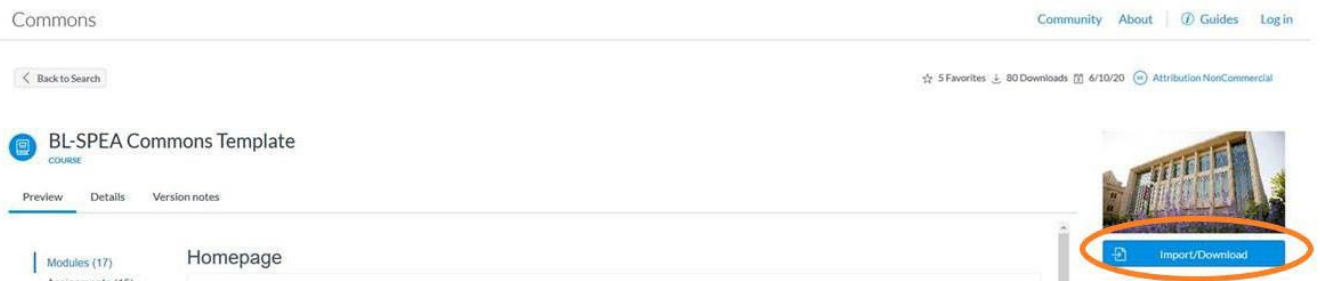
6. A menu on the right side of your screen should open with a list of your courses where the template can be imported.
7. Select which course(s) you would like the template to be applied to and click the Import into Course button.
   In the snip below, I am importing the template into my course "Template Sample."

8. After you click the blue button, a green box should pop up at the top of your screen announcing that you have started the import. Often, the template will take some time to be fully imported, so please allow time for this process.

Location of key information including the final exam schedule and official calendar

Most information you need about your class can be found on the Office of the Registrar website. https://registrar.indiana.edu/calendars/index.html

There you will find tabs for IU's calendar, the schedule of classes, and the final exam schedule. The final exam schedule can be confusing. If you have questions about it, please reach out to Penny Hudoff to confirm your final exam period. You can also contact Penny should you need alternative space (i.e., a bigger classroom for your final exam, etc.).

To find your class (Step-by-Step Instructions)

1. Go to the schedule of classes tab and click on iGPS Course search:

   Schedules of Classes in a variety of formats.

   Classes:

   The most current Schedules of Classes:

   - iGPS Course Search

2.

3. On the next page, enter the Campus (BL), term, and Department.
4. Please note: For MAAA courses, choose Arts Administration as the Department; for online MPA choose Pub & Env Affairs-SPEA Connect; for all other courses choose Public and Environmental Affairs).
5. In "Keyword filter" you can enter your last name or the course number (e.g., for V186 just enter 186).   Then click on View Scheduled Classes to find your room, time and day, and enrollment.

Final Exam FAQ

Do I need to give a final exam?

It is not a requirement to give a final exam for a course, but it is the most common form of final assessment. Some faculty elect to have students complete a major project or paper, or even conduct a final exam that resembles an oral exam.

Can I assign work that's due during the final week of classes?

The last week of classes, also known as "Free Week," is to be free of major or final exams, except for practice tests serving to conclude laboratory periods. Final projects, papers, or similar non-exam cumulative assessments, include group assessments, may be due during free week provided they are assigned with a clear due date in the course syllabus or communicated to students no later than the first week of classes.

What if a student has a conflict during the scheduled time for the final exam?

Students who anticipate a conflict with their assigned final exam times should communicate with you as soon as possible to make alternative arrangements.

How long must I retain student records?

Grade and scholarship or deficiency records		
Record series title	Description	Retention period
Exams (final) and graded coursework	None	1 year CC[1]
Grade appeal or complaint	Student final grade disputes	1 year
Grade book (faculty)	Record of students in course and work completed	5 years CC
Grade change forms	Record of authorization to change grade	UANS
Grade reports (midterm)	Record of midterm grades submitted by faculty	ET
Grade submission sheets and data	Original record of grades submitted at end of term	P

[1] If work is not returned to the student.

For additional information on final exam protocols, schedules, and policies, please visit the IU Enrollment and Student Academic Information Bulletin.

Using Kaltura lecture recording – how to, pros and cons

Kaltura is a cloud-based video management system that can be used to store, publish, and stream video. The system is well integrated into Canvas. One popular use is for students to use Kaltura in Canvas Discussions to post videos introducing themselves to the class or for recording class presentations. Instructors can record media and link directly to those items from Canvas pages or assignments. All classroom teaching workstations should be fitted with cameras and microphones for recording.

How to Add Content to Your Kaltura Account

1. To login to your own account at **https://iu.mediaspace.kaltura.com/home**
2. Click on the "Add New" button in the upper right corner.

+ ADD NEW
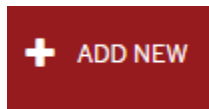
3. You will see a list of options. To create a video of yourself using your own computer, select EXPRESS CAPTURE:

⊞ MEDIA UPLOAD
🎥 EXPRESS CAPTURE
▶ YOUTUBE
◉ PERSONAL CAPTURE
◆ VIDEO QUIZ
☁ IMPORT FROM ONEDRIVE
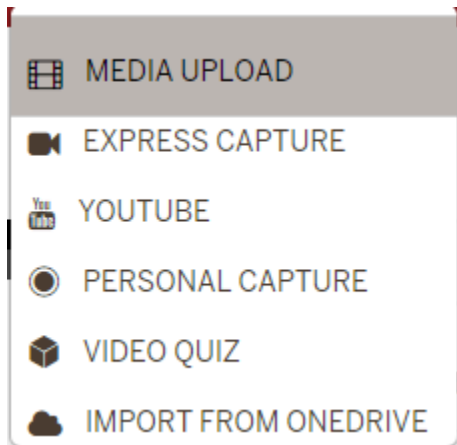
4. Allow Kaltura to access your camera and microphone and press the red ball icon to begin recording. Press the red ball again to stop recording.
5. Edit the meta data for the recording. Be sure to set the Publishing Status to ***Unlisted—Media page will be visible to anyone with the link to the page***.
6. Click Save and your recording will be stored in the My Media library.

How do I edit a video I have already recorded?

From your Kaltura My Media library, locate the recording you wish to modify and click the

pencil icon to the right: On the next screen, click the Launch Editor button. Use the scissor tool to remove the portions of the recording you do not want.
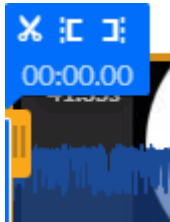
Be careful! Make sure you don't remove content you didn't intend. It is a good idea to practice this first!

How do I know if my if my content is being viewed?

Click on the View Analytics button in your My Media library to access extensive details of your video.

Kaltura is a very powerful tool with many options. There are over 80 articles in the UITS Knowledge Base pertaining to Kaltura at IU. (https://kb.iu.edu/search?q=Kaltura) If you have difficulty getting started with Kaltura, contact CITL and request a consultation.

Articles used for this post:

- About Kaltura at IU: https://kb.iu.edu/d/bevs
- Kaltura Video Portal User Guide: https://knowledge.kaltura.com/help/kaltura-mediaspace-user-guide

Learning Outcomes Information

Learning outcomes are user-friendly statements that tell students what they can do at the end of a period. They are **measurable** and quite often observable. Learning outcomes:

- state in clear actionable terms what it is that your students should be able to do at the end of a course.
- focus on student products, artifacts, or performances, rather than on instructional techniques.
- are student-centered rather than instructor centered.
- explicitly communicate course expectations to your students.

Example Learning Outcome:

Hard to Measure:

I want students to <u>see</u> how urban problems are important in their own lives.

Measurable:

Students will be able to <u>identify and defend</u> a solution to an urban problem that is relevant to their own city, town, or campus.

(modified from https://citl.indiana.edu/teaching-resources/course-design/developing-learning-outcomes/index.html)

Additional Resources: https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/

Information about the Learning Outcomes Repository for GenEd classes

What is Gen Ed?

General Education (sometimes referred to as simply "Gen Ed") simply refers to the core goals that Indiana University sets for undergraduates across all its schools. It reflects an expectation that all IU students take a course or courses in the following categories: English Composition, Mathematical Modeling, Arts and Humanities, Social and Historical Studies (S&H), Natural and Mathematical Sciences (N&M), and World Languages and Cultures. IU established learning outcomes for each Gen Ed category and approves courses that meet the learning outcomes.

IU also requires that each school within IU deliver content (in courses or in some other way) in the following areas, called "Shared Goals": Diversity in the United States, Sustainability Literacy, Intensive Writing, Information Literacy, and Enriching Educational Experiences.

Though General Education is important to all teaching members of Indiana University, this section of the handbook addresses those faculty members who teach a General Education course.

A teacher may conclude that juniors or seniors have completed Gen Ed requirements. This is not always the case. An IU teacher of college juniors or seniors may have students yet to complete—or sometimes even start--their Gen Ed requirements.

O'Neill's GenEd Courses

Our school's Gen Ed-approved courses, as of 2024, are:

SPEA-A 163: Introduction to Arts Management

SPEA-E 183: Environment and People

SPEA-E 272: Introduction to Environmental Sciences

SPEA-H 124: Overview of the U.S. Healthcare System

SPEA-V161: Urban Problems and Solutions

SPEA-V 181: U.S. Policy and Administration

SPEA-V 182: Policy-making Around the World: Comparative and International Approaches

SPEA-V 184: Law and Public Affairs

SPEA V-203 The Call of Public Service

SPEA-V 272: Terrorism and Public Policy

If one is in doubt about the status of their course, go to the IUB General Education portal and consult the extensive list of approved courses. This will also tell the faculty member which General Education category his or her course falls into.

Most, though not all, O'Neill General Education courses are taught in several sections each semester; most have a lead instructor; most meet at least once a semester.

Gen Ed Learning Outcomes

IU has approved learning outcomes for each Gen Ed category. For example, one learning outcome for Social and Historical courses is "the ability to think critically and creatively." The lead instructor (or individual, if the course is taught by one person) is critical to determining (usually by consensus, if multi-section course), which of the University's General Education learning outcomes will be met by the course. This may be an issue already long settled. In this case, those who teach the General Education course adapt themselves to an established pattern with institutional precedent.

Our courses were approved by IU based on our commitment to meet perhaps most (but not necessarily all) of IU's Gen Ed learning outcomes for that category. So, while it is possible to change which of the Gen Ed the learning outcomes the course assesses (through instructor discussion), we must keep this commitment in mind.

Knowing the learning outcomes for one's course is essential for all who teach a Gen Ed course. These outcomes must be in the syllabus. It is wise to refer to the outcomes throughout the course, as repetition ensures some measure of student recognition.

Gen Ed's Assessment Requirement

IU **requires** that, each semester, the teacher of a General Education class must address how the course meets at least one Gen Ed learning outcome from the category for which the course is approved. Although it is somewhat confusing, the Gen Ed learning outcomes for your class are probably not identical to the course-level learning outcomes for the class. For example, S&H's "the ability to think critically and creatively" could be met by an assignment meeting a course-level learning outcome such as "apply precedent to answer legal questions."

You must fill out the Gen Ed assessment, at the latest, within two weeks of grades being entered. IU's site allows entry of these assessments long before the semester ends, though using that choice closes off the possibility of the Final Exam being the ultimate metric.

To complete your General Education assessment, log in to the Learning Outcomes Repository, found on IU's General Education portal. This requirement will take you through several steps. First,

First, you will be asked to submit your syllabus. Second, you will choose and describe one assignment that helps you meet the goals of the General Education course. Post the assignment and describe it. Third, assess how many of your students met the assignment. For example, if your assignment were indeed a Final Exam, the number of students passing at or above a grade of C minus could indicate that percentage of the class met the goals. How you do this is up to you: the University gives you wide leeway to determine your own path to meeting the goals of the General Education class.

The Future of Gen Ed at IU

To conclude, General Education and the classes are critical to the mission of the University and its promise of a foundationally educated citizenry. Debates on the nature of General Education mirror society-wide debates on the University curriculum. At Indiana University, considerable debate about amending General Education requirements is, at the time of this writing, taking place. This is a trend that requires watchful waiting.

General Teaching Tips

Teaching Responsibility:

IU Policy states: Faculty members teaching courses are responsible for providing instruction as scheduled. Variations from the schedule may occur for several reasons, including illness, professional activities and pedagogical considerations. When such variations occur, it is the responsibility of the faculty member **both:**

1. to provide equivalent academic activity for the students in the course
    a. Such as a live Zoom lecture, a recorded lecture with an assignment to ensure students do the reading and watch the video, a guest speaker, or asking another instructor of the course to fill in; **and**
2. to notify the Undergraduate or Graduate Program Director at O'Neill of the change in schedule.

Attendance

There is no standard IU or O'Neill attendance policy, *however*, IU states "If you miss more than 20% of the semester (approximately 3 weeks) for medical or personal reasons, it may be best to consider withdrawing from all courses until you are able to return and focus on your academic goals."

Attendance can be affected by IU requirements to work with various offices, such as Accessible Educational Services (AES) and Title IX or other Institutional Equity personnel on short- and long-term accessibility issues. For example, an AES memo might ask you

to allow additional time for a student to complete an assignment if they have been hospitalized or have a concussion.

IU attendance issues: https://studentlife.indiana.edu/student-support/care-and-resource-center/attendance.html

There are many ways to approach attendance, and attendance policies vary with the level of class (graduate vs undergraduate), type of class (lab vs lecture) and professor views. One perpetual issue faculty face is what documentation we can (or should) require to "excuse" absences. IU does not allow us to *require* medical documents.

You may want to experiment with different options. Here are some examples:

1) No attendance taken or no points for attendance.
2) No attendance taken, random in-class assessments worth a few points to encourage attendance (fyi, students might leave class as soon as the assessment is given so you may want to do this toward the end of class)
3) Attendance taken, allow 2 missed classes with no explanation required and any additional absences must be based on AES or other IU requirements.
4) Missed exams ideas:

   a) Roll any missed points into the final exam or other assessments.

      i) Can be used if the learning outcomes assessed in the missed exam are assessed elsewhere.

      ii) This option is not available if the absence was due to religious accommodation—those missed points cannot be rolled into another assignment.

   b) Offer one make-up time on a Friday at 8am (unlikely to have class conflicts).

   5)   Methods to take attendance:

   a) Sign in sheet (be mindful that students may sign in for each other unless the sign in is proctored at the door)
   b) Tophat polling attendance

Decide what your attendance policy is for your class and explain it in the syllabus.

Grading

There are no standard IU or O'Neill grade average or distribution requirements.

Speak to Program Directors for guidance.

IU Grade Distribution - The Grade Distribution Report shows grade data for each credit-bearing class selected. Reports which list multiple sections are sorted in Department/Course/Class Number order.

In response to a resolution from the Bloomington Faculty Council (March 16, 1976), the Office of the Registrar began providing aggregate grade distribution data to the campus in 1976. The request for the data came after discussions concerning grade inflation, which focused primarily on grades issued to undergraduate students enrolled in undergraduate courses.

Accessed with valid IU credentials:
https://gradedistribution.registrar.indiana.edu/content/index.php

Some Important Teaching Qualities and Examples of How to Achieve Them (7/29/20)

1. **The instructor is enthusiastic and passionate about teaching *and* the subject.**
   - You are prepared-slides, handouts, etc.
   - Show up early to class.
   - Tell the class why the course, concepts, and assignments matter for careers, country, world, etc.
   - Remind yourself why you're in this field!
2. **The students can freely ask questions without feeling intimidated.**
   - "Great question"
   - "Always feel free to ask me a question before or after class."
3. **The class is challenging and fair.**

   Ideas for challenging:

   - Think about the level of Bloom's taxonomy that you are asking of the students. (see below) Are you asking them to apply and analyze in addition to remembering and understanding (and remember to explain what you are asking for -what do you mean by "apply"?)
   - Include readings that are research papers, reports etc.-original sources (not necessarily long).
   - Hold students accountable for reading daily questions (e.g., compare the two arguments for tax reform in the Doe article) or in exams.
   - Check out your grades and distribution (available at http://gradedistribution.registrar.indiana.edu/) and amount of time students spend out of class (find this on your evals). (NOTE: Students should be spending 2 hours or more outside of class per credit hour)

   Ideas for fair:

   - Give good and bad examples of assignments, sample test question and answer; explain why.
   - Grade according to rubric (can be simple, e.g. 10 points for legal analysis, 5 points for English).
4. **The instructor is responsive.**

- o   Respond to emails, even if it is: "Talk to me in person after class."

Tip: have students cc: your TA on all emails, then tell your TA to nudge you if the TA doesn't see your reply to the student within a few days

- o   Post scores on Canvas, and in a reasonable time: 1-2 weeks maximum.
5.   **Class time is valuable.**
    - o   Activities, examples, and discussion in addition to lecture.
    - o   Consider reading checks worth a few points before or at the beginning of class to encourage students to be prepared.
    - o   Avoid merely presenting the reading material.
    - o   Arrive on time, use all class time, and do not cancel class (these are IU requirements).
    - o   If you need to miss class once or twice during the semester due to emergency or conference, etc., arrange for a guest lecturer, or conduct the class via a Zoom meeting. Tell your Program Director if you are going to miss class, and how you plan to cover it.

Inclusive Teaching Tips (Created July 2023)

The Center for Innovative Teaching and Learning defines inclusion as "The creation of environments in which all individuals feel welcomed, respected, supported, and valued, so that they may fully participate…." However, inclusive teaching is more than expanding your syllabus to include diverse materials. It is a set of pedagogical practices designed to enhance learning for all students by reducing barriers that may exclude some students from full participation.

10 Inclusive Teaching Tips (That You May Already Be Doing or Considering)

1.   **Get to know your students.** *Example: Take attendance to practice putting names and faces together for classes with a manageable number of students. In larger classes, use name cards to take attendance so that you can call on students by name. NameCoach is an app in Canvas that can be used for students to record the pronunciation of their names. Consider using a survey at the beginning of the semester to learn more about your students, including what concerns they might have about succeeding in your course.*

2.   **Provide annotated examples of strong and weak answers.** *Example: On an early assignment, give students a sample homework question in class and prompt them to*

write down with a partner what a bare minimum answer would look like and then what a strong answer would look like. Solicit volunteers to share their perspectives in class on what a strong or weak answer might look like hypothetically. Ask past students with strong answers if they would be ok with you sharing their work anonymously with future students.

3. **Break into small groups to answer questions.** *Example: Vary how students are engaged during class by using an active learning technique. If the class is primarily lecture, add an opportunity for students to discuss specific questions from the reading in small groups and have the groups report back what they discussed. In large classes, consider assigning students to small groups so that everyone is included.*

4. **Attendance with exit question.** *Example: You can encourage attendance by using the end of class to ask students to answer a question that they put their name on, which can also serve as taking attendance. This could include a low stake writing assignment to provide feedback on how well they understand a particular concept.*

5. **Help students get to know one another early in the course and beginning of class.** *Example: Provide an ice breaker or small activity that gives students an opportunity to get to know one another, such as learning each other's names, majors, or common interests that relate to the focus of the course.*

6. **Include photo/image of scholar/leader to show real-world examples of diversity.** *Example: Help students see themselves in the researchers and practitioners working on the issues being studied in the class. On a lecture slide or homework assignment, include an image of a person so there is a visual example to put with the ideas on an assignment. Where possible, use these images to show diverse representation.*

7. **Create one homework assignment that invites students to connect class content to their personal experience.** *Example: Students may not be able to see the connection between course content and scholarly ideas and their personal experience. Ask them to reflect on and identify some connections. Use the variety of experiences and ideas to help broaden other students' understandings of the different experiences their classmates have.*

8. **Tell students that struggle and challenge are important parts of learning.** *Example: Include a mention of the importance of struggle on the syllabus and reinforce this message by giving a personal example where you did not succeed immediately and had to work harder than normal to accomplish a learning goal. Keep in mind that students may face barriers that you did not, such as working off-campus or caring for family members. Another option is to invite former students to talk with the class about how they struggled but succeeded in the class.*

9. **Explain what office hours are for and make them available via Zoom.** *Example: Relabel office hours as "open hours" in the syllabus and provide a list of examples of what office (or open) hours are for, such as: reviewing homework questions, asking for an extension on an assignment in advance if extenuating circumstances arise, etc. Reduce the barriers to attending office hours by providing clear directions to your office, taking appointments outside of posted office hours, making them available on Zoom, or having an early assignment in the course to attend office hours as part of a small group.*

10. **Share your ideas and ask for help.** *Example: Share your successes and challenges with colleagues. All faculty, whether part-time or full-time, are welcome to contact the relevant program director, lead instructor (if applicable), the O'Neill Teaching and Learning Faculty Chair (Susan Siena), or CITL with questions about teaching.*

Teaching support services on campus

- o Center for Innovative Teaching and Learning (CITL)
  - o Email: citl@indiana.edu
  - o Phone: 812-855-9023
- o Faculty Academy on Excellence in Teaching (FACET)
  - o Email: facet@iu.edu
  - o Phone: 317-274-5647
- o University Information Technology Services (UITS)-available 24/7/365
  - o Email: ithelp@iu.edu
  - o Phone: 812-855-6789

Different modalities for assessments

Traditional In-person Paper Assessments

Paper assessments are traditional assessment methods where students are required to respond to questions or tasks printed on paper. Common types of paper assessments are listed below:

o Multiple-Choice questions consist of questions with several answer options, among which only one is correct; have a straightforward design and easy grading; appropriate for assessing content knowledge and understanding of subject.

o True/False questions consist of statements that students must mark as "True" or "False"; simple to create and take; can be challenging if requires distinguishing between closely related concepts; appropriate for checking basic knowledge and memorization and understating of information.

o Short Answer questions require students to provide brief, concise responses to questions; can assess students' recall and understanding of specific concepts; appropriate for testing knowledge and understanding of terminology, dates, events, and facts.

o Essay questions involve open-ended questions which require students to construct write down responses; assess students' ability to organize thoughts, articulate arguments, and demonstrate understanding of material in depth; appropriate for evaluation of critical thinking skills including analysis, synthesis, and evaluation.

o Fill-in-the-Blank questions contain statements with missing words, phrases, or numbers which must be correctly completed by students, appropriate for assessment of knowledge of specific terms, facts, or concepts, or dates, particularly, if precise knowledge is required.

o Matching questions require students to match items from two lists based on their relationship or association; assess understanding of terminology, concepts, and their interrelations.

o Diagram, Map, and Chart questions assess ability to understand and interpret visual information; appropriate for science subjects -- biology, geography, chemistry, physics where visual comprehension is critical.

- Problem-Solving / Computational questions require students to solve problems by performing calculations; assess analytical and numerical knowledge and skills appropriate for quantitative courses.

Advantages of "On-Paper" Assessments:

- No computer devices and fast-speed internet are needed; avoids technology issues (see LockDown, below)
- Conducted in classroom with proper proctoring, increases security and reduces the risk of cheating compared to Canvas (online) assessment.
- Avoids generative AI issues.
- Avoids other cheating, such as internet searches or students communicating with one another, taking screenshots of questions, etc. Cheating could be limited to looking at someone's answers, which can be minimized by having different versions of the same exam.
- Keeps students from circulating exam questions if the instructor keeps the question sheet and only returns the answer sheet.

Limitations of "On-Paper" Assessments:
- Could be more time-consuming to grade.
- Printing, exam physical distribution, and proctoring are needed.
- With "take-home" setup may increase risk of cheating including use of ChatGPT and other generative software.
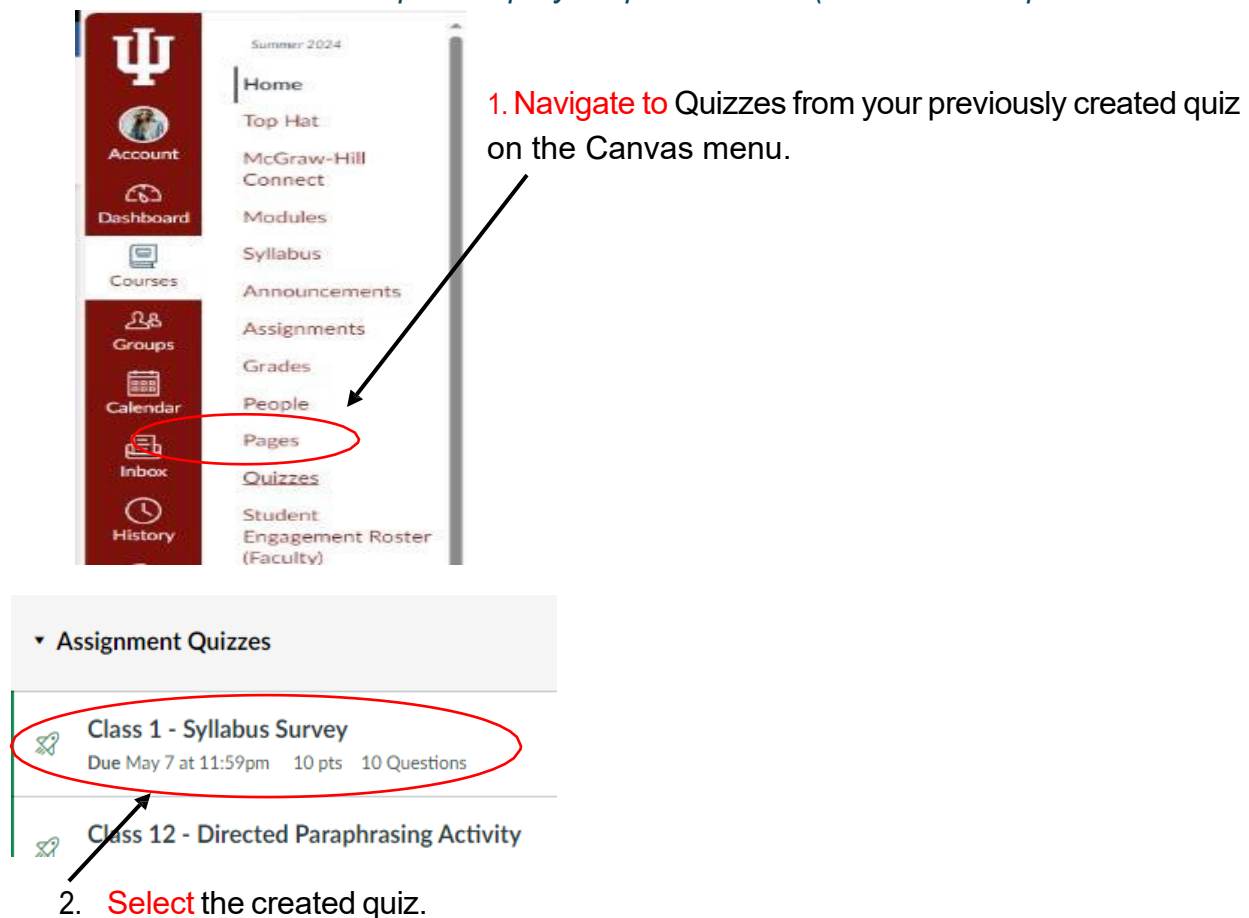
Assessment via Canvas

How to set up a Quiz (Step-by-Step Instructions)
- Navigate to Quizzes: Within the course in Canvas, find the "Quizzes" section on the navigation menu, where the instructor can see quizzes already created or start a new one by clicking "Add Quiz."
- Quiz Details: When creating a new quiz, the instructor will be asked to provide basic details like the quiz name, instructions, and more. This is also the quiz type that needs to be selected (Practice Quiz, Graded Quiz, Graded Survey, or Ungraded Survey). Available options are like shuffle answers, time limits, and allowed attempts.
- Questions: Instructor may add questions to the quiz. Canvas supports various question types, including multiple-choice, true/false, fill-in-the-blank, essay questions, and more. Questions can be added individually, in groups (for randomized questions), or imported from question banks (e.g., randomly select 5 questions out of 15 available in the bank).

- Settings: Adjust settings for quiz availability dates, due dates, and time limits. Instructor can also set up requirements for quiz access, such as requiring a password or setting an IP address filter.
- Publish: Once the setup is finished, "Publish" the quiz, making it available to students. Until the quiz is published, students will not be able to see or take it.
- Final check: Switch to "Student view" in Canvas and access the quiz as if the instructor were a student to make sure the quiz was set and accessible as desired. If necessary, "unpublish" then "edit" then "publish" the quiz again.
- Grading Quizzes in Canvas: (i) Manual Grading is used for Essay questions or any questions marked for review. Instructor may provide feedback and assign points; (ii) Regrading is used if the instructor needs to adjust a question after students have already taken the quiz.
- Analysis of the results in Canvas can be performed via (i) Item Analysis on quiz questions, offering insights into how students performed on individual questions.

How to moderate a Canvas quiz- Step-by-Step instructions (Increase attempts or time

1. Navigate to Quizzes from your previously created quiz on the Canvas menu.

2. Select the created quiz.

Published   Preview   ✎ Edit   ⋮

Related Items

⊘ Moderate This Quiz

Class 1 - Syllabus Survey ⚬↓

☑ SpeedGrader™

Syllabus Survey

3. **Choose** the "Moderate this quiz" item

Moderate Quiz

Search People					Filter

☐ **Student**	**Attempt**	**Time**	**Attempts Left**	**Score**	⟳
☐ Akerson, Caylan	--		1		✎

4.**Select** the pencil icon to edit

Student Extensions   ⊠

Extensions for

Extra Attempts:
everyone already gets 1   [   ] attempts

Extra time on every attempt:
everyone already gets 30 minutes   [   ] minutes

Quiz attempts whose availability dates have passed will still auto-submit even if the extended time has not expired.

☐ Manually unlock the quiz for the next attempt

Cancel   **Save**

5. **Indicate** the extensions you wish to provide.

Advantages of Canvas Assessments:

- Automatic Grading when Canvas automatically grades objective questions (like multiple-choice and true/false) once the quiz is submitted.
- Individual Feedback can give feedback to students on their performance directly.
- Gradebook Integration -- quiz scores are automatically integrated into the Canvas Gradebook.

Limitations of Canvas At-home Assessments:

- Cannot be used for closed-note assessments unless conducted in a controlled environment such as the classroom.
- Difficult to ensure student is submitting their own work.
  - Best for work allowed to be completed with others and with questions tied to what is in the reading or class discussion (to avoid AI).

Akindi is a web-based assessment software that automates the process of creating and grading traditional multiple-choice quizzes, tests, and exams and which requires quick and accurate grading. Akindi allows Instructor to print their own test sheets on regular paper and scan them with any scanner or smartphone. This minimizes grading time and cost and potential errors compared to manual grading process. Key features of Akindi include:

- **Flexibility in Printing**: Test sheets can be printed on any printer, eliminating the need for special Scantron forms.
- **Easy Scanning**: Completed tests can be scanned using a standard scanner or photographed with a smartphone, then uploaded to the Akindi system for grading.
- **Automatic Grading**: As well as Canvas, Akindi automatically grades the scanned answer sheets and provides immediate results. This feature significantly reduces the time instructors use for grading allowing for quicker feedback to students.
- **Analysis and Reporting**: Akindi offers detailed analysis and reports on student performance, question difficulty, and discrimination index, helping instructors identify areas where students may need added support or instruction.
- **Integration with Learning Management Systems (LMS)**: Akindi can integrate with various LMS platforms, allowing for quick and reliable transfer of grades and student data.

Advantages of Akindi:

- Reduces the workload on teachers by automating the grading process. It is particularly useful for large classes where manual grading can be time-consuming.

- Provides immediate feedback and analysis, which can enhance the learning experience.
- Saves costs by using regular paper instead of proprietary scanning forms.
- Offers flexibility in how tests are administered and graded.
- User-friendly interface: Akindi is accessible for instructors with varying levels of technical expertise.

Limitations of Akindi:

- Requires access to a printer and scanner or smartphone, which might be a limitation in some settings.
- Primarily focused on multiple-choice questions, which may not assess higher order thinking skills as effectively as other question types.

Information about the attendance verification and early evaluation rosters

Attendance Verification

In the second week of the Fall and Spring term, the Office of the Registrar contacts class instructors to request that they verify which students listed on their class roster(s) are attending, stopped attending, never attended, or are attending but not listed on the roster (unless attending for removal of a prior Incomplete grade). By university policy adopted on June 01, 1999 (see Unofficial Withdrawal Policy), faculty are required to report student attendance or non-attendance in their classes at least once each term for courses in which attendance is not taken, indicators of course participation (completed assignments, online discussions, etc.) can be used to infer an attendance value.

This audit is conducted to comply with federal student aid requirements, alert students and advisors of enrollment discrepancies, and ensure rosters are accurate for final grade entry at the end of the term.

- Attendance verification is conducted through the Student Engagement Roster. The SER provides faculty with a unified tool containing the elements needed to determine and report issues related to students' academic progress, behavior, trends and corrective actions. The Student Engagement Roster is accessible through either Canvas or One.IU for the duration of the semester.

Early Evaluations

According to the [Bloomington Campus Procedures on Early Evaluations](#), approved by the Bloomington Faculty Council, all instructors of courses in which there are beginning students enrolled will receive a request for assignment of letter grade evaluations, observations, or recommendations in the fourth week of the regular semester, with a submission deadline of the Sunday after the sixth week.

- o The [Student Engagement Roster](#) is the mechanism to submit early evaluations. Instructors will be notified of their obligation via email and be directed to complete progress reports for these students. A progress report is a filtered list of students in the Student Engagement Roster for which feedback is requested by a campus office, such as the Office of the Registrar, Athletics, etc.

The Early Evaluation may consist of observations and recommendations to the student instead of, or in addition to, a letter grade. The method by which an early letter grade evaluation is determined, and the percentage of the final grade which that evaluation represents, is decided by the instructor. This evaluation will be accessible to the student and the student's academic advisor. These evaluations are for counseling purposes and are not recorded on the students' permanent records.

Preventing and responding to academic misconduct (AM)

Preventing academic misconduct

There are several proactive steps faculty can take to prevent students from committing academic misconduct.

Know the policies and resources at Indiana University and The O'Neill School

Familiarize yourself with university, school, and program level policies on how to handle cheating and plagiarism. You should also be aware of the resources available for dealing with academic misconduct and become familiar with tools on Canvas and beyond for monitoring purposes. Information about academic misconduct is readily available through the [Office of the Registrar](#), the [Office of Student Life](#), and the [IU Code of Student Rights, Responsibilities, and Conduct](#).

Understand how students commit academic misconduct.

Students can commit academic misconduct in several ways--from plagiarism to the use of AI for course assessments. It is important to be familiar with these possibilities and take steps to prevent them. Speak to other instructors and your Program Director to learn about misconduct examples.

Clarify issues and policies in the syllabus.

The course syllabus must include clear and concise language regarding academic misconduct, how it's defined, and how offenses will be handled. Policies on research, group work, and collaborative activities must be explained in the syllabus.

During the first class of the semester of every course, explain the policies discussed in the syllabus and encourage students to ask for clarification--at any time--if they do not understand any of the policies.

Model the behavior expected from students.

Modeling academic integrity is key in preventing academic misconduct. Be sure to include proper citations and acknowledgments in your research and course materials and follow any guidelines on copyright and fair use in higher education. Seeing you demonstrate integrity may leave a profound impression on students.

Engage with students proactively and provide resources.

Early in the semester, be sure to discuss academic integrity with your students--whether it is through group discussions, an exercise/activity, or having the students work together to develop an "honor code" for the duration of the course. Most importantly, students should be *encouraged* to ask for clarification when necessary. When students are actively involved in setting up policies and procedures, they may be less likely to violate them.

Discuss academic misconduct with your colleagues.

Students can become confused about academic misconduct when they are interacting with different expectations and policies from faculty, even within the same academic unit. Consider checking-in with your colleagues and having regular discussions with other faculty in your program to take proactive steps to prevent academic misconduct, communicate consistent expectations, and present a united front when dealing with incidents. Remember that it is irrelevant to a finding of misconduct whether the student *intended* to commit misconduct.

Responding to academic misconduct [AM]

If you need help with academic misconduct in your class, please contact your program director.

You must follow the process for AM—it is required by IU. Information about academic misconduct is readily available through the [Office of the Registrar](#), the [Office of Student Life](#), and the [IU Code of Student Rights, Responsibilities, and Conduct](#).

The O'Neill AM process can be found here: https://oneill.indiana.edu/undergraduate/course-advising/advising/resources.html, under Student Ethics and Policies.

Clear and thoughtful communication is crucial when handling any suspicion or violation of academic misconduct. It is best to engage the student in a conversation, give them an opportunity to respond, and then decide on the student's work and whether academic misconduct took place.

This approach allows faculty to gather all pertinent information available to them before making a decision that could involve other offices at the O'Neill School and Indiana University. It also gives the student the opportunity to respond and share information and helps maintain their right to due process and can provide a valuable learning experience that helps them better understand expectations and navigate their academic future.

Share your concern.

When you communicate with the student about the incident, take a non-judgmental, fact-finding approach with clear language. Be as detailed as possible about what occurred and how it may violate Indiana University's code of conduct.

Let them respond, listen carefully, and take notes.

After you have communicated your concern(s), allow the student to respond. Allow the student to tell their story, listen intentionally, and show that you are considering what they are sharing with you. Take notes during the discussion to help you decide how you wish to proceed if you must submit and report of academic misconduct.

Share with them what happens next.

Let the student know you will consider what they have shared with you and that you will make a decision (that you will share later) and help the student understand the process thereafter. Be sure to provide resources to the student and communicate your grading protocol(s) if the student committed academic misconduct. Be as specific as possible and help the student understand how the misconduct will affect their grade.

Responding to academic misconduct in an intentional and fair fashion can be highly impactful for student learning. Having the most robust and transparent approach to this conversation benefits everyone.

For additional information on reporting procedures, please see the Office of Student Life's website.

GenAI (e.g., ChatGPT) *

O'Neill recommends that you include a clear AI policy in your syllabus. Remember that a student who submits any ideas or materials taken from AI without full acknowledgment has committed plagiarism, as defined by IU. **"Plagiarism is defined as presenting someone else's work, including the work of other students, as one's own. Any *ideas or materials taken from another source* for either written or oral use *must be fully acknowledged unless* the information is common knowledge. What is considered 'common knowledge' may differ from course to course."** https://studentcode.iu.edu/responsibilities/academic-misconduct.html. (emphasis added).

So, the only way ChatGPT (or other AI) content can be used in your class without being in violation of IU's Rights and Responsibilities is if you allow it to be a cited source and the student either uses quotation marks and cites ChatGPT (if the student takes directly from ChatGPT) or cites ChatGPT without quotation marks (if the student uses chat's "ideas"). You may want to specifically allow AI to be used in an assignment or assignments.

 A student has not committed plagiarism if the student, for example, asks ChatGPT to find three articles on a particular topic (just like the student could use Google Scholar to find three articles on the topic), reads the articles, and cites the articles.

The Syllabus Memo has sample language for addressing AI.

Note that IU currently has an AI Task Force that is meeting and could make recommendations.

List of common acronyms used at O'Neill and at the university level

Acronyms used at O'Neill

- o O'Neill SPEA- O'Neill School of Public & Environmental Affairs

- o Acronyms of Undergraduate Degrees:
    - o BSPA – Bachelor of Science in Public Affairs
    - o BSES – Bachelor of Science in Environmental Science
    - o BAESS- Bachelor of Arts in Environmental and Sustainability Studies
    - o BSHMP- Bachelor of Science in Healthcare Management and Policy
    - o BSAM – Bachelor of Science in Arts Management

- o Acronyms of Master Degrees:
    - o MPA – Master of Public Affairs
    - o MSES- Master of Science in Environmental Science
    - o MES- Master of Environmental Sustainability
    - o MSHM- Master of Science in Healthcare Management
    - o MIA-Master of International Affairs
    - o MAAA-Master of Arts in Arts Administration

Indiana University Acronyms

- o AES-Accessible Educational Services (formerly DSS)
- o GenEd-General Education
- o OCQ-Online Course Questionnaire (aka student evaluations of teaching)
- o SER – Student Engagement roster
- o AAR – Pursuant to athletic association rules
- o AAT- After application term
- o AFT – After first term enrollment
- o AG – After graduation term or last term of attendance
- o AY- Form award year
- o CC – After course completion

- ET-End of term
- P – Permanent
- RD – From date of required disclosure
- UA – Until admitted
- UANS – Until administrative need is satisfied
- UT – Until terminated by the student

FAQs

Parking

Faculty/Staff Parking

There is no free or Bloomington Street parking anywhere near O'Neill or most of campus. IU parking passes are purchased here: https://parking.indiana.edu/permits/purchasing-permit.html. The pass price depends on the "level" of pass you buy, which determines which parking spaces you can use. IU does routinely check and issues tickets if you are parked in the wrong space. You can appeal a ticket.

Guest speaker parking pass

When you have a guest speaker coming to campus, please contact your Administrative Assistant to obtain a temporary parking pass. The parking is good for the Fee lane Parking garage and you will need to provide the names of the speakers and the course or event name.

Contact: Bennett, Bailey
bailbenn@iu.edu

Instructions for

IU Guest Parking Pass

*White passes are only for guests not affiliated with IU

Guests park in the **Fee Lane Parking Garage** located at the intersection of E 11th st and Fee Lane. Enter in "Fee Lane Garage" for GPS directions.
(See information sheet on "Directions to O'Neill from Fee Lane Garage")

Enter the Garage
1. Once you arrive at the garage pull a ticket upon entry
2. Park in VISITOR spaces located on the 2nd and 6th floors (You WILL be ticketed if parked in an employee space)

Exit the Garage:
1. Insert the parking ticket that you received upon entry into the machine
2. Once a price displays on the screen, insert the white pass or scan the QR code on the pass.

I'm worried about a student. What should I do?

Call 911 if it's an emergency

Submit a care referral and IU will try to contact the student.

Submit a referral here: https://studentlife.indiana.edu/student-support/care-and-resource- center/submit-care-referral.html

Email the student and offer the following resources:

- CAPS, Counseling and Psychological Services. Please visit their website to find information about the virtual services they offer in support of student mental health and well-being.
- Timely Care offers FREE, 24/7 virtual mental health support including on-demand support, health coaching, peer support and topical resources.
- Student Advocates are available to listen non-judgmentally, provide unconditional support, and to assist in resolving academic, financial and conduct challenges.
- Student Care and Resource Center staff can assist with any additional resource information you may need.

I could use some support. Where can I go?

If you have questions about teaching feel free to contact your program director.

IU provides the SupportLinc Employee Assistance Program (EAP). This provides free, 24/7 access to professional counseling, resources, and referrals.

What do I do if I suspect AM?

Review the steps for AM.

Contact your program director for help.

You *must* follow the AM process including reporting the incident, if you find AM occurred.

A student asks me for an Incomplete-do I grant the request?

An Incomplete has a specific definition. Additionally, granting an "I" means you will complete the course with the student. Finally, you must email the Dean's Office when you grant an "I", explaining the remaining work and deadlines for completion, including an email from the student agreeing to those terms.

"An "I" should be assigned to a student who, in the judgment of the instructor, has performed at a **satisfactory level during a majority of the course** but has not completed all the required work by

the end of the term due to hardship or other good cause that the instructor deems would make it unjust to penalize that student for not completing the required work on time.

    a. The instructor will inform the student of the missing course requirements and the assignments to be completed, and set a deadline for their completion, which may not exceed one year from the end of the term in which the course was taken. During this time, the student may not re-enroll in the course."

A student says they need religious accommodation-what do I do?

IU has a specific policy for this, which includes a form the student must complete. Note that the accommodation does not include a student's travel home or to any other location. https://bulletin.indiana.edu/policies/religious-observances.html#:~:text=Indiana%20University%20respects%20the%20right,upon%20request%2C%20for%20such%20observances.

How do I handle complaints about grades?

Students may contact you arguing they should have earned a better grade based on their time spent on class, or that they answered a question correctly, or that they need a better grade to get into graduate school or to stay in school.

Ideas on how to handle these:

1. If you are confident in your teaching and grading, stand behind your assessment. If you are uncertain, feel free to contact other instructors of the course or your program director.

2. Offer the student the opportunity to present you with specific answers they think are correct and an explanation of why.

3. Changing grades based on student claims that they need the grade for some reason, such as graduate school or to retain scholarship. is not expected or endorsed by O'Neill.

4. Direct the student to the Grade Appeal policy. Grade appeals are permitted in limited circumstances: error, bias, or not following the grading as outlined in the syllabus (noting that not everything can be explicated in a syllabus). https://oneill.indiana.edu/undergraduate/course-advising/advising/resources.html

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