

Statistics Instructor Handbook

GETTING STARTED AND PREPARING FOR INSTRUCTION	3
ACCESS TO OFFICES, KEYS, COPY CODES, AND SUPPLIES.....	3
COURSE SCHEDULING.....	3
<i>Standard Time Blocks</i>	3
<i>Statistics Department Seminars</i>	3
COURSE DESCRIPTIONS.....	4
SPECIAL TOPICS COURSES.....	4
STATISTICS COURSE ARCHIVE.....	4
REQUIRED AND RECOMMENDED COMPONENTS OF A SYLLABUS.....	4
TEXTBOOKS & MORE (PREPARING COURSE READING MATERIALS).....	5
COURSE STAFFING – GRADUATE STUDENT INSTRUCTORS (GSIs), TUTORS, AND READERS.....	6
<i>Graduate Student Instructors (GSIs)</i>	6
<i>Group Tutors and Readers</i>	7
OFFICE HOURS.....	8
CHECK OUT YOUR CLASSROOM.....	8
<i>Statistics Department Classrooms</i>	8
<i>General Assignment Classrooms</i>	8
<i>Other Departmental Spaces</i>	9
COMPUTING NEEDS FOR YOUR COURSE.....	9
<i>Setting Up a Course Website</i>	9
<i>Setting Up Statistics Computing Class Accounts</i>	10
<i>Other Computing Needs for Your Course</i>	10
THE SEMESTER BEGINS	11
FIRST DAY OF INSTRUCTION.....	11
BERKELEY TIME.....	11
CLASS ROSTERS.....	11
CONTACTING YOUR STUDENTS.....	11
DISCUSSION SECTIONS DURING THE FIRST WEEK OF INSTRUCTION.....	11
OTHER STUDENTS WISHING TO ENROLL IN OR ATTEND YOUR CLASSES.....	11
<i>UC Extension Concurrent Enrollment Students</i>	11
<i>Exchange Students</i>	12
<i>Auditors</i>	12
DISCLOSURE OF STUDENT INFORMATION POLICY.....	12
THE DISABLED STUDENTS PROGRAM (DSP) & ACCOMMODATING DSP STUDENTS.....	13
<i>Scheduling Quizzes and Exams for DSP Students with Testing Accommodations</i>	14
MANAGING YOUR COURSES	15
ENROLLMENT LIMITS.....	15
STUDENT ATTENDANCE.....	15
STUDENT ENROLLMENT DEADLINES.....	15
INSTRUCTOR DROPS (DROPPING STUDENTS FOR NON-ATTENDANCE/LACK OF PREREQUISITES).....	15
<i>Department Deadline</i>	16
<i>Guidelines for Dropping Students</i>	16
WAITING LISTS.....	16
SWITCHING SECTIONS.....	16
ROOM CHANGES FOR ACADEMIC CLASSES.....	17
<i>Changing Your General Assignment Classroom</i>	17
<i>Changing Departmental Rooms</i>	17

ONE-TIME ROOM REQUESTS.....	17
REPORTING ISSUES WITH YOUR CLASSROOM.....	17
TURNING IN HOMEWORK.....	18
DISTRIBUTING GRADED WORK.....	19
HANDLING CLASSROOM DISRUPTIONS (FIRE ALARMS, PROTESTS, ETC.) DURING EXAMS.....	19
DEALING WITH ACADEMIC MISCONDUCT.....	19
PREVENTATIVE MEASURES FOR ACADEMIC DISHONESTY AND MISCONDUCT.....	20
SEXUAL HARASSMENT POLICY.....	21
GRADING POLICY & PROCEDURES	22
MID-TERM STATUS REPORTS.....	22
FINAL EXAM REQUIREMENTS AND REGULATIONS.....	22
<i>Scheduling of Final Exams</i>	22
READING, REVIEW, RECITATION (RRR, WEEK 15).....	23
UNIVERSITY GRADING STANDARDS.....	23
STATISTICS DEPARTMENT GRADE DISTRIBUTION PROFILE.....	23
SUBMITTING GRADES THROUGH CALCENTRAL	23
GRADE DEADLINES.....	24
NON-PASSING GRADES.....	24
INCOMPLETE GRADES	24
<i>GIVING AN INCOMPLETE?</i>	25
<i>RESOLVING AN INCOMPLETE GRADE</i>	25
GRADE NOTIFICATION AND POSTING	26
GRADE CHANGES	26
GRADE DISPUTES	26
ENDING THE TERM.....	28
INSTRUCTOR EVALUATIONS.....	28
REVIEWING YOUR COURSE EVALUATIONS.....	28
RETENTION OF FINAL EXAMS.....	28
RETURN ITEMS TO MAIN OFFICE	28
RESOURCES FOR INSTRUCTORS	29
RESOURCES TO SHARE WITH STUDENTS.....	31
TUTORING	31
ACADEMIC ADVISING AND COMMUNITY SUPPORT.....	31
COUNSELING & HEALTH SERVICES.....	32

Getting Started and Preparing for Instruction

ACCESS TO OFFICES, KEYS, COPY CODES, and SUPPLIES

The Statistics Front Office Manager Mary Melinn (mmelinn@berkeley.edu | 510-642-2781) assigns, issues keys, and submits information to the police department for Statistics community members to gain building access using their CalID cards for electronic entry to the Statistics lounge and the building doors after hours. Tenured faculty can also request after-hours access to the Mathematics Statistics Library (1st floor of Evans Hall) by contacting the Evans Hall Building Manager, currently Jasan Fujii (jaifuj@berkeley.edu | 510-642-9104).

The Statistics Front Office Manager will issue your course copy code and, if requested, a personal copy code for the two department copiers. She will also collect your instructor office hours (see *Office Hours* in “Getting Started and Preparing for Instruction”) and ask you if you require a display case. Display cases are glass cases mounted on the walls of the 3rd floor classroom hallway and are available to instructors to post homework solutions. If you are assigned a display case, you will need to borrow a key in the Front Office in order to open your assigned case. Please email the following information to the Front Office Manager as soon as they become available: your office hours, email address, and whether or not you need a display case to post homework solutions.

The Front Office has dry erase markers, chalk and red pens (for grading). Please notify the Front Office Manager if you require any special supplies for your class.

COURSE SCHEDULING

Teaching assignments are often not finalized by the time courses are initially scheduled. In most cases, the schedule rolls over from the previous year. When teaching assignments are determined the Department Scheduler will send an email asking instructors for their teaching schedule preferences if there is still time to make changes. She will try to accommodate requests, but also weighs other factors when setting the schedule, including room availability constraints, development of a balanced schedule, and minimization of conflict between courses that attract the same students.

Changes to the schedule should be avoided once they are published, especially if students have already begun to enroll (April for fall semester and October for Spring semester). Students set their study and work schedules months before classes begin and unanticipated day/time changes can create serious conflicts.

Contact the Department Scheduler immediately if you have a compelling reason to re-schedule a course. Below are standard time blocks and seminars with which Statistics courses, especially graduate-level courses, should avoid conflicting.

Standard Time Blocks

MWF for 1 hour each day beginning 8am, 9am, 10am,...

TTh for 1.5 hours each day beginning 8am, 9:30am, 11am, 12:30pm, 2pm, 3:30pm...

MW 1.5 hours beginning 5pm or later

Statistics Department Seminars

Neyman Seminar (Stat 278B) Wednesdays 4-5pm

Probability Seminar (also Stat 278B but a different section) Wednesdays 3-4pm
Statistics and Genomics Seminar (Pb Hlth 292) Thursdays 4-5pm

More details about campus Academic Scheduling Policies can be found on the Registrar's website: <https://registrar.berkeley.edu/scheduling/academic-scheduling/policies>.

COURSE DESCRIPTIONS

To help in planning your course, read the course description in the online [Academic Guide](http://guide.berkeley.edu/courses/stat/) (<http://guide.berkeley.edu/courses/stat/>). Lower Division courses are numbered 0-99, Upper Division 100-199, Graduate-level 200 and beyond. Each semester unit represents 3 hours of work per week by the student, including both class attendance and preparation.

SPECIAL TOPICS COURSES

If you are teaching a topics course (e.g. Stat 157, C206A-B, 212A, C241B, or 260) or would simply like to provide more details such as a course website, please send an email to the Department Scheduler with a description. Please avoid repetition of the Academic Guide description (guide.berkeley.edu), as the Scheduling Office will not publish these descriptions. Email descriptions to the Department Scheduler ideally by April 1st for Fall and October 1st for Spring, or as soon as possible.

STATISTICS COURSE ARCHIVE

The Statistics Department has an archive of Statistics course materials (syllabi, potentially lecture notes or slides, etc) accessible to teaching faculty. Further details, including usage restrictions, can be found here:

<https://statistics.berkeley.edu/intranet/course-material-archive>

REQUIRED AND RECOMMENDED COMPONENTS OF A SYLLABUS

The Academic Senate Committee on Courses of Instruction requires the following components on a syllabus:

- Outline of the topics to be covered in the course (a week-by-week schedule or other detailed list that conveys how the course will be presented)
- A reading list or a summary of the sort of works to be used
- List of course requirements (e.g., papers, quizzes, exams)
- Relative weight of each requirement toward the final grade (e.g., two ten-page papers, 20% each; two quizzes, 10% each; final exam, 40%)

The expectation is that the syllabus will be given to students at the beginning of the semester and remain consistent throughout the term. Problems can arise when instructors veer away from the syllabus mid-semester, especially with regard to how final grades are calculated.

Instructors must also include a statement on Accommodation, Academic Integrity including your Cheating Policy, and Scheduling Conflicts. See

<http://teaching.berkeley.edu/statements-course-policies> for sample language. Students requesting accommodations due to a disability should contact you at the start of the semester (or as soon as they become eligible for accommodations) in order to provide you with ample time to meet the required accommodations. See *The Disabled Students Program (DSP)* &

Accommodating DSP Students in “The Semester Begins” section. See [Guidelines Concerning Scheduling Conflicts with Academic Requirements](http://academic-senate.berkeley.edu/sites/default/files/committees/cep/guidelines_acadschedconflicts_final_2014.pdf) (http://academic-senate.berkeley.edu/sites/default/files/committees/cep/guidelines_acadschedconflicts_final_2014.pdf) and [Accommodation of Religious Creed](http://sa.berkeley.edu/uga/religion) (http://sa.berkeley.edu/uga/religion) for guidelines related to other scheduling conflicts which can help inform your course policies.

Providing a statement about Academic Integrity and your policies on dealing with cheating helps in the prevention of such academic misconduct. See



Addressing Academic Misconduct in the “Managing Your Course” section of this handbook for more tips. Similarly, a statement on how you will handle disruptions (e.g. fire alarms, protests, etc.) during class, especially during exams, can give students guidance on what is appropriate behavior during a disruption. See *Handling Classroom Disruptions (Fire Alarms, Protests, Etc.) During Exams* in the “Managing Your Course” section.

Refer to the Center for Teaching & Learning>>Resources>>Design>>Syllabus (<https://teaching.berkeley.edu/resources/design/syllabus>) for additional components of a good syllabus. The website provides other extensive teaching resources, including tips for designing your learning goals, lecturing, preparing for different points in the semester, assessing student learning, troubleshooting, etc.

TEXTBOOKS & MORE (Preparing Course Reading Materials)

Instructors place course textbook orders through the Front Office Manager or on their own through the [Faculty Portal](http://berkeley.facultyportal.com/) (http://berkeley.facultyportal.com/). Orders for Fall courses are due in October and orders for Spring courses due in April. The Front Office Manager emails instructors requesting the following information:

- (1) Title, author, and ISBN
- (2) Note whether each title is required or recommended
- (3) Number of desk copies requested*

* Desk copies are copies of the textbook for instructor, GSI, and Reader use. Instructors can keep desk copies and GSIs and Readers may borrow them from the front office during the semester they work for the department. If your course has a Reader (see *Course Staffing—GSIs and Readers* above), you may wish to request an additional copy.

Instructors who learn of their teaching assignments after the deadline should contact the Front Office Manager so she can inform the bookstore. It is important to notify the bookstore of textbook needs as soon as possible so they can obtain enough copies from the publishers before classes begin and secure them at the best price possible for students.

Textbooks and other course materials can be placed on reserve in the library for students who do not want to buy the book(s). See http://www.lib.berkeley.edu/services/for_users/reserves.html.

Instructors may choose to use a course reader (anthology) rather than a textbook. Instructors are responsible for compiling their own reader and can decide which print company to use.

The Statistics Department does not have a preferred vendor. Since readers must be prepared in compliance with [copyright regulations](http://copyright.universityofcalifornia.edu/) (see <http://copyright.universityofcalifornia.edu/> and <http://teaching.berkeley.edu/resources/design/using-copyright-materials-classroom>), please leave sufficient time to complete copyright permissions. Most copy companies offer course reader copyright clearance services (such as Copy Central - <http://www.copycentral.com/course-reader-copyright-clearance.php> and Zee Zee Copy - <http://www.zeezeecopy.com/CourseReaders.php>). Note that since a copy of the reader must be made available for each GSI teaching a section in the course, please inform the printing company of the number of copies you need for teaching staff when you place your order.

COURSE STAFFING – Graduate Student Instructors (GSIs), Tutors, and Readers

GSIs, Group Tutors and Readers are covered by a union contract so it is extremely important that they are not asked to work more than their offer letters specify.

Graduate Student Instructors (GSIs)

“GSI” stands for Graduate Student Instructor. GSIs are teaching assistants supervised by the instructor. Under faculty supervision, they lead the discussion sections, hold office hours, help proctor and grade exams and quizzes, and provide homework solutions to the Reader (if the course has one). Although GSIs could help grade homework, some instructors prefer to utilize their time in other ways.

A 25% GSI is expected to work 10 hours/wk on average while a 50% GSI is expected to work 20 hours/wk on average. Statistics GSIs generally hold 2 office hours per week for every 25% appointment, but instructors can ask GSIs to hold fewer or more office hours as long as they work the same number of expected hours per week. Read more about GSI appointments on the [Graduate Student Academic Appointments webpage](http://grad.berkeley.edu/financial/appointments/): <http://grad.berkeley.edu/financial/appointments/>.

In lower division courses (e.g. Stat 2, and 20), 25% GSIs generally teach 1 lab section and 50% GSIs generally teach 2 lab sections. The lab sections for these courses are currently limited to 25 students each and meet twice per week for one hour each day.

Upper division courses generally follow the same standards (25% GSI: 1 lab, 50% GSI: 2 labs) with some exceptions. For example, Stat 157 may have a 25% or 50% GSI with no formal lab associated. Upper division labs currently have anywhere from 30-40 students in each section. The GSI assignments for graduate courses vary.

GSI allocations for each course can be found in the teaching budget. A tentative teaching budget for the following academic year (fall and spring) will normally be available in February of the preceding academic year and a firmer teaching budget will be available the following July after it has been approved.

The assignment of a graduate student as a GSI for a specific course is determined by the Graduate Student Services Advisor in consultation with the faculty member serving as the Chair of the Teaching Committee and, if necessary, the instructor. Fall GSI assignments will ideally be made by the end of the previous semester. If you have a preference for a GSI, email the Graduate Student Services Advisor and copy the Teaching Committee Chair by the end of April for a Fall GSI and by the end of November for a Spring GSI.

Mailboxes for Statistics GSIs who are not Statistics graduate students are set up in the Statistics Department copier/mail room at the beginning of the semester. Statistics graduate students serving as Statistics GSIs will already have their own mailboxes. **GSI mailboxes will only be accessible during normal business hours (M-F 9am-12pm and 1-4pm).** They need to plan accordingly.

Supervising Graduate Student Instructors (GSIs)

New instructors, particularly those teaching larger courses with multiple GSIs, are encouraged to seek advice from seasoned Statistics lecturers, including the Chair of the Teaching Committee, for tips on how to work with your GSIs. Helpful suggestions and resources for faculty can also be found on the Graduate Student Instructor Teaching & Resource Center website: <http://gsi.berkeley.edu/faculty-departments/>.

Group Tutors and Readers

Select Statistics courses are allocated Group Tutors and/or Readers (graders). The Course and Curriculum Officer will check with instructors of these select courses in the previous semester to confirm whether or not they actually require Group Tutor and/or Reader support. A tentative teaching budget will be available in February of the preceding academic year and a more firm teaching budget will be available in July.

Group Tutors can hold office hours, group tutoring sessions and can assist in lecture or lab sections but they do not perform teaching duties that are assigned to GSIs. Group tutors may also grade homework if a Reader is not assigned to the course. Generally, Stat C8, 88, 134, and 140 are assigned Group Tutors. Group Tutor appointments tend to be 8 hours/week, which usually includes weekly course staff meeting.

Readers grade homework assignments and log homework grades. Instructors or GSIs provide them with HW solutions. Readers have no teaching duties. Stat 2, 20, 88, C100, 131A, 135, and the 15x-level courses except Stat 157 are often allocated Readers. The Statistics Department generally does not have Readers grade exams. Readers are allocated a maximum number of hours for the semester.

Timesheets are required for Group Tutors and Readers. Students will be paid based on the actual hours submitted each month. You as the instructor will have to approve the timesheet. It is the responsibility of the instructor and the Group Tutors/Readers to keep track and make sure they are working within a reasonable range of the total semester hours. Group Tutors/Readers are supposed to give instructors feedback if a grading assignment or other duties takes significantly longer than the time allotted.

Reader mailboxes for exchanging assignments and solutions are set up in the Statistics Department copier/mail room shortly after Reader assignments are made. **Reader mailboxes will only be accessible during normal business hours (M-F 9am-12pm and 1-4pm).** They need to plan accordingly.

Supervising Readers

It is important to set your expectations at the beginning of the semester.

1. Meet with your Reader(s) and go over:

- the expected number of homework assignments
 - anticipated number of hours allocated for each assignment
 - a schedule outlining when homeworks can be picked up and when they should be corrected and returned
 - the best way to contact you in case the Reader is unable to correct the assignments by the deadline due to an emergency
2. Provide your Reader(s) with clear instructions on how to grade your assignments, including legible solutions and a rubric or grading scheme.
 3. Encourage them to communicate frequently with you. For example,
 - if the homeworks or solutions were not available when they were supposed to be available for pick-up
 - if they come across any assignments that look academically suspicious (e.g. looks like homework was copied from another student)
 - if the solutions or grading instructions are unclear
 4. Remind Readers that although they are students who will have their own midterms, assignments, and final exams, they have also committed to grading for the semester and should set aside time to fulfill their responsibilities.

OFFICE HOURS

Instructors in the Statistics Department generally schedule 2-3 office hours for their courses, mostly in their own offices. The Student Learning Center (SLC), which provides free tutoring in the lower division Statistics courses and Stat 134, also invites the instructors of these courses to hold office hours in the SLC (located in the César E. Chávez Student Center). Contact the coordinators of the SLC Math and Stat program (currently, Mike Wong: mjwong@berkeley.edu | 510-643-7878 and Mike Leong: mleong@berkeley.edu | 510-643-5744) if you wish to schedule your office hours in the SLC.

Once your Office Hours are finalized (ideally before instruction begins), please notify the Statistics Front Office Manager so we can post the information on the Statistics website.

CHECK OUT YOUR CLASSROOM

Statistics Department Classrooms

Courses with fewer than 40 students (mostly graduate-level) are often held in Statistics Department classrooms on the third floor of Evans Hall (rooms 330, 332, 334, 340, 342, or 340 Evans). These classrooms are scheduled by the Department Scheduler and the facilities are managed by the Front Office Manager.

General Assignment Classrooms

Most lectures are held in general assignment classrooms managed by the scheduling unit in the Registrar's Office. The Statistics Department Scheduler works with the campus scheduling office to reserve rooms for Statistics courses.

Instructors can review general assignment classroom descriptions and photos by searching: <https://25live.collegenet.com/berkeley/>

You are also strongly encouraged to visit your classroom well before the semester begins in order to make sure the set-up of the room is satisfactory. Examples of things to check out include:

- Available technology
- Whiteboard (dry-erase) or Chalkboard?
- Ability to switch between projector and blackboard
- Movable or fixed seating (e.g. movable preferred when group work required)
- Visibility of board (e.g. when a lectern is in a fixed-position)

Educational Technology Services (ETS) provides technical consulting and training to instructors on how to use classroom technology (such as data projectors, microphones, and [Clickers](#)) in general assignment classrooms (this excludes the 3rd floor Evans classrooms, which are managed by the Statistics Department). Read the [Instructors Getting Started](#) page (<https://www.ets.berkeley.edu/services-facilities/classroom-tech-support/instructors-getting-started>) and visit <https://www.ets.berkeley.edu/find-support/request-forms> to request instructional support. ETS can provide you with a quick orientation before your first lecture.

Other Departmental Spaces

The Statistics Department has departmental space that might be available for instructional staff meetings, group tutoring sessions, or other teaching-related activities such as grading. Please see the Department Scheduler to explore options.

NOTE: that the Statistics Lounge (361 Evans Hall) is NOT a space intended for teaching activities such as grading, instructional staff meetings, or office hours. Non-Statistics graduate students and all undergraduate students are not allowed to access to the lounge, even during business hours. Therefore, please do not schedule meetings in the lounge.

COMPUTING NEEDS FOR YOUR COURSE

Setting Up a Course Website

Refer to bCourses <https://www.ets.berkeley.edu/services-facilities/bcourses>. This is UC Berkeley's web-based learning management system. It enables instructors and GSIs to create course websites that extend teaching and learning activities outside the classroom. Course websites in bCourses can be linked to class lists, which will enable you to communicate with your students. Training workshops are often available through ETS before the semester starts and throughout the semester (see <https://ais.berkeley.edu/events/upcoming> for workshop schedule).

NOTE: bCourses sites are not automatically created; the instructor must create them and then link them to the course roster. To create a bCourses site, one needs a CalNet ID login. Instructors new to campus who have not yet completed the on-boarding process would not yet be listed as the instructor and would not have a CalNet ID. This would prevent them from accessing bCourses and the class roster.

Setting Up Statistics Computing Class Accounts

This is relevant to instructors teaching courses requiring computer lab work. The Statistics computer labs (342 Evans and 432 Evans) require Statistical Computing Facility (SCF) accounts. To set up class accounts for your students, go to “Instructional” account types here <http://statistics.berkeley.edu/computing/accounts> and [request class accounts](#) a couple of weeks before classes begin. GSIs who are not Statistics graduate students may also wish to set up an SCF account if they will need computer lab and printer access.

Other Computing Needs for Your Course

General info about the Statistical Computing Facility can be found here:

<http://statistics.berkeley.edu/computing>.

GSIs are referred to: <http://statistics.berkeley.edu/computing/gsi-info>.

For all other statistics computing concerns:

- Problem or General Support: trouble@stat.berkeley.edu
- Software Support: consult@stat.berkeley.edu
- Account/Administrative Support: manager@stat.berkeley.edu
- Frequently Asked Questions: <http://statistics.berkeley.edu/computing/faqs>
- Common Computational Problems: <http://statistics.berkeley.edu/computing/commonProblems>

The Semester Begins

FIRST DAY OF INSTRUCTION

Check the Academic Calendar to confirm the first day of instruction:

<http://registrar.berkeley.edu/CalendarDisp.aspx?terms=current>. During the fall semester, the first day of instruction generally starts on a Wednesday. During the spring semester, instruction generally starts the Tuesday after the Martin Luther King, Jr. Holiday.

BERKELEY TIME

Classes begin 10 minutes after the time listed in the Schedule of Classes. Thus, a 9:00-10:00am class begins at 9:10am and ends promptly at 10:00am.

CLASS ROSTERS

Faculty can access class lists and waiting lists, including email addresses, by logging into CalCentral (calcentral.berkeley.edu). Generally, GSIs can access discussion sections and their waiting lists when logging into CalCentral as long as they have been formally assigned to their discussion section in the scheduling system. GSIs for courses without formal discussion sections will not be able to access class lists unless the instructor authorizes them as an Administrative Proxy in CalCentral. To authorize a proxy, contact the Department Scheduler.

Instructors who have set up bCourses sites (bcourses.berkeley.edu) and see *Setting Up a Course Website* in “Computing Needs for Your Course”) and have linked the class roster with the course can give Readers or Group Tutors access to the class list in order to upload homework grades. Instructors can also set up Guest Accounts for Auditors or others who would like access to the bCourses site. Refer to the Educational Technology Services website (<http://www.ets.berkeley.edu/discover-services/bcourses/instructors-getting-started>) and see “Getting Started: Site Setup”) for instructions on how to set up Guest Accounts.

CONTACTING YOUR STUDENTS

There are a couple of ways to message the students in your class and/or on the wait list: bCourses and CalCentral. Please review the respective websites for access and instructions.

DISCUSSION SECTIONS DURING THE FIRST WEEK OF INSTRUCTION

In the Statistics Department, lab sections do not usually meet until after the first lecture but this is at the instructor’s discretion. **If your lab sections are scheduled before the first lecture, email the class to clarify whether or not they will meet before the first lecture.** If you want them to meet, please also inform the Statistics Front Office Manager before instruction begins so she can provide accurate information when questions arise.



OTHER STUDENTS WISHING TO ENROLL IN OR ATTEND YOUR CLASSES

UC Extension Concurrent Enrollment Students

[UC Berkeley Extension's Concurrent Enrollment](#) is a program that allows the general public (including students from abroad or from another university) to enroll in UC Berkeley courses **on a space available basis**. These students may take regular UCB campus courses for credit provided they have met course prerequisites and space is available after all priority students have been enrolled. **All regularly enrolled UC Berkeley students must be accommodated before Concurrent Enrollment (CE) applications can be approved.**

Statistics Departmental Priority List for Enrollment Purposes (for undergraduate courses)

1. Statistics Seniors
2. Other Statistics Majors
3. All Other UCB Students, including exchange students in the Education Abroad Program
4. Among Concurrent Enrollment Students
 - a. California residents first
 - b. Non-California Residents after
5. Auditors

Generally, instructors should not take any action on Concurrent Enrollment applications until after instruction has begun and after any waiting lists have been processed. Consult with the Department Scheduler to discuss any pending CE applications.

CE applications are processed (either approved or denied) through CalCentral (Concurrent Enrollment Applications are routed electronically). Detailed instructions are below:

[http://sis.berkeley.edu/sites/default/files/gl7.3 how to approve or deny a concurrent enrollment application instructors ja.pdf](http://sis.berkeley.edu/sites/default/files/gl7.3%20how%20to%20approve%20or%20deny%20a%20concurrent%20enrollment%20application%20instructors%20ja.pdf)

Once formally approved, Concurrent Enrollment students will appear on your Class Roster.

Exchange Students

International students who have been admitted to Berkeley for a semester or a year, in reciprocity for Berkeley students who study abroad as a part of the University of California's Education Abroad Program (UCEAP), are referred to as "EAP Reciprocity Students." Their academic program will be listed as: "Undergrad Non-Degree/NonFinAid – Non-UC Campus Visitor L&S UG."

Like Extension students they are often not able to enroll until very late in the process and may have a difficult time getting into classes. EAP students, even those who might be majoring in Statistics at their home university, do not receive the same kind of enrollment priority as UC Berkeley Statistics Majors. Consult with the Statistics Department Scheduler if you have any reciprocity students who are Statistics majors at their home institutions.

Auditors

There is no campus-wide policy regarding auditors. The Statistics Department allows auditors as long as the instructor in charge approves and the auditor is not taking a seat from students with higher priority. There is no grade record for auditors and no official "auditor" status. No work should be graded for auditors. Resources should be devoted to supporting enrolled students. However, subject to the instructor's approval, the instructor or GSI can give auditors access to their bCourses page. See "Getting Started: Site Setup" on how to add auditors at: <https://www.ets.berkeley.edu/discover-services/bcourses/instructors-getting-started>.

DISCLOSURE OF STUDENT INFORMATION POLICY

The campus policy on confidential records reads that personally identifiable information from student records and applicant records may not be disclosed to third parties without the written consent of the student or applicant, other than to other Berkeley Campus officials and employees, who have a "legitimate educational interest" in the records. For more information regarding these policies please see a Statistics Undergraduate or Graduate Student Services Advisor and/or refer to websites referenced below.

Berkeley Campus Policy Governing Disclosure Information from Student Records
<https://registrar.berkeley.edu/academic-policies-procedures/ferpa>

FERPA Reference for Faculty:
<https://registrar.berkeley.edu/sites/default/files/pdfs/FERPAFaculty.pdf>

Student Information Release Matrix
<http://registrar.berkeley.edu/sites/default/files/inforels.pdf>
A clear reference chart for identifying who has access to the various types of student information

THE DISABLED STUDENTS PROGRAM (DSP) & ACCOMMODATING DSP STUDENTS

DSP information for Instructors, including faculty responsibilities:
<https://dsp.berkeley.edu/faculty>

Students with documented disabilities are entitled to 1) confidentiality about their disability and 2) classroom and testing accommodations that provide a suitable learning and testing environment, and 3) accessible course-related materials and websites. Students requesting accommodation for a disability usually present the instructor with a letter from their DSP advisor detailing the type and extent of accommodation most appropriate for the student. Instructors are also sent a message to view accommodation letters. It is the instructor's responsibility to ensure that accommodation needs of the DSP students are fulfilled.

It is advisable to include on your syllabus and to announce on the first day of class that students needing accommodations should speak with you after class or in office hours. It should be noted that students can apply for DSP throughout most of the semester so while you should ask students to contact you about accommodations at the start of the semester, they may not have become enrolled in the program (i.e. eligible for accommodations) until mid-semester. You must make every feasible effort to accommodate students regardless of the notice.

Typical accommodations involve allowing students additional time for testing or other assistance, such as class note takers. It is important to read each letter carefully because students will have different disabilities and not all accommodations will be the same.

Instructors are not legally obligated to provide accommodations to students who are not registered with DSP. Refer these students to the DSP Office.

Disabled Students' Program
260 César E. Chávez Student Center, #4250
Berkeley, CA 94720-4250

dsp@berkeley.edu
Voice: 510-642-0518
TTY: 510-642-6376
FAX: 510-643-9686

Scheduling Quizzes and Exams for DSP Students with Testing Accommodations

The Berkeley campus uses a shared model for test accommodations and proctoring services.

Instructors and their instructional staff are primarily responsible for providing accommodations. Depending on the accommodation you may need to provide the student a change in physical location for quizzes and exams. The Betty Scott Library (368 Evans Hall, located in the Front Office) is one space often used for individuals taking quizzes and exams. Please see the Front Office Manager for information on how to reserve the Betty Scott Library and other departmental space. We recommend reserving space 1-2 weeks in advance or as soon as you have dates and times for your quizzes/exams to ensure that departmental space is available and to ensure that you have adequate time to find an alternative way to provide the accommodation if departmental space is not available.

While the instructional staff of the course is primarily responsible for providing testing accommodations, the Disabled Students Program does offer a centralized proctoring service. The Proctoring Service has limited resources and is only available during certain hours of the day so instructors are encouraged to try to provide the accommodation before requesting services from [Campus Proctoring Service](#).

To request Campus Proctoring Services, visit <https://dsp.berkeley.edu/faculty/proctoring> and click on "[fill out the online form.](#)"

- You must request their services 2 weeks prior to the scheduled midterm/quiz.
- Final Exam Deadlines: Fall Semester—November 2; Spring Semester—April 1

This involves providing a copy of the quiz or exam and any needed handouts (such as probability tables) to the DSP office 24-48 hours in advance of the quiz or exam. Check with Campus Proctoring Service staff for specific deadlines.

If you and your instructional staff cannot fulfill the accommodation needs of the student, and you submit a request with Campus Proctoring Services and receive confirmation that they are also unable to meet the accommodation need, please contact the Stat Department Manager.

Managing Your Courses

ENROLLMENT LIMITS

The Department Scheduler works with the Department Manager, with input from the Chair and the Teaching Committee, to set enrollment limits. The teaching budget, enrollment trends, and recommendations by the Chair and Teaching Committee are all factors that help the Scheduler and Manager set enrollment limits.

Contact the Department Scheduler if you wish to make adjustments to the enrollment limit. Minor adjustments are often possible, but major adjustments may not be possible if they will necessitate the addition of another discussion section, drastically increase the workload for the GSI(s), and/or negatively impact the learning experience for students. Lower division discussion sections may not exceed 25 students.

STUDENT ATTENDANCE

You are not required to take attendance, nor are students required to attend your class, unless you specifically set such policies. Whether you have an attendance policy or not, you should clarify with students at the beginning of the term (via announcement and syllabus) how missed tests, lectures or assignments will be handled. Keep in mind that regardless of your attendance policy, **having a mandatory attendance policy for the first three weeks of class helps the department to ensure that students searching for open seats in our courses can be accommodated.**



STUDENT ENROLLMENT DEADLINES

Refer to the Student Calendar for detailed enrollment deadlines:

<http://registrar.berkeley.edu/calendar>.

Undergraduate and Graduate students have different enrollment deadlines. Undergraduate students have until the Wednesday of the 4th Week of classes to add and drop classes. They have until the end of the 10th week to change their grading option. Graduate students have until the end of the third week of classes to make changes to their schedule through CalCentral, but have until the last day of formal classes (Friday before the Reading/Review/Recitation week) to make changes via petition and without Dean's approval.

INSTRUCTOR DROPS (Dropping Students for Non-Attendance/Lack of Prerequisites)

Any student on a class list is officially enrolled and may not be removed from the class except for non-attendance the first three weeks of class or failure to meet the prerequisites of the course. Most Statistics instructors do not utilize the instructor drop option, but it can be helpful to drop students appropriately in order to make space for wait-listed students (particularly in impacted courses). Instructors may wish to take roll, make the first assignment mandatory, and/or administer assessment quizzes at the beginning of the semester to identify students who have not attended and/or are not prepared for the course. Contact the Department Scheduler if you wish to drop students for non-attendance or failure to meet prerequisites.

Department Deadline

If an instructor wants to drop a student, the instructor must notify the Department Scheduler by Thursday of the third week of instruction. Please provide either a class list from CalCentral with the names crossed out or an alphabetized list of only those students you want dropped along with their SIDs.

Guidelines for Dropping Students

- Warn the class multiple times of your intention to drop students and be clear about the circumstances that will prompt a drop.
- Be clear about your attendance policy and repeat it often during the first several weeks of class.
- If you intend to enforce the prerequisites, give your assessment during the first several class periods so you still have time to review them and determine who does not have sufficient background knowledge needed for the course.
- Wait until at least after your 2nd class meeting before dropping students, since some students do show up later with reasonable explanations.
- If you threaten to drop students for non-attendance, follow through. Students often assume you've dropped them so don't bother to do it themselves.



WAITING LISTS

Waiting lists (WLs) are processed automatically 4 times a day through the end of the 3rd week of the semester. During Weeks 4, all WLs have to be processed manually by the Department Scheduler. Please see the Department Scheduler if you wish to add students into the course (provided space is available and the students have no time conflicts between courses they are already enrolled in and the course they are trying to add). Because schedules for undergraduates are final at the end of the 4th week, it is very important that requests to add students from the WL be complete, accurate, and provided in plenty of time to be processed by the deadline.

SWITCHING SECTIONS

Enrolled students can switch their sections using CalCentral, as long as there is room in the section they wish to enroll in. If there is no room in the section they wish to enroll in, they have the option to add themselves to the top of waiting list but this does essentially drop them from the course.



Please encourage your students to make sure they are enrolled in the section they are attending so that their names appear on the correct GSI's class list. Also, remind them to let both their former and their new GSI know if a switch has been made. Allowing students to switch sections is a courtesy, not an obligation. You are not required to allow it, especially if the switch takes place relatively late in the semester or they are unable to enroll in the correct section on CalCentral. See the Department Scheduler if you wish to lock students in their current discussion sections or move students around manually. The process to move students around manually is time consuming for the Department Scheduler and should be avoided if possible.

ROOM CHANGES FOR ACADEMIC CLASSES

Changing Your General Assignment Classroom

Most Statistics lectures are scheduled in General Assignment Rooms, which are managed by the campus Scheduling Office. If you have a serious problem with your classroom, requests for a new room are accepted through the second week of instruction. Priority is given to room change requests based on disability accommodations, equipment requirements (e.g., extra blackboards, movable chairs, VHS, DVD, computer display, etc.), and the need to accommodate expanding enrollments. Because of a severe shortage of classroom space and workload issues for the university's Scheduling Office, requests based on proximity to another location are not priorities. When a room change is requested, the Scheduling Office will assign a new room without a chance to preview or decline it, so your class may be further away or in some way less desirable than the room you are in.



Requests for room changes should be directed to the Department Scheduler by noon on Thursday of the 2nd week of classes, but the earlier the submission, the better chance of a decent assignment. The Scheduling Office will not process requests after Friday of the 2nd week of classes.

Changing Departmental Rooms

Contact the Department Scheduler to request a departmental room change.

ONE-TIME ROOM REQUESTS

To request a one-time departmental room assignment for a review session, DSP testing, or make-up testing, complete the [Stat Room Request Form](#) and least 4 business days prior to the event: <https://goo.gl/forms/TKZjMtu6c4cUpTp1>

If department space is available, the Front Office Manager or Department Scheduler will email a confirmation within 1 working day. If department space is not available, the Department Scheduler will need to submit a request to the campus Scheduling Office and confirmation of a room reservation will likely be available within 2-4 working days.

REPORTING ISSUES WITH YOUR CLASSROOM

Report any issues with your classroom as soon as possible. It is especially important to report missing equipment like computer projectors and anything potentially hazardous like exposed wires, smell of gas, or puddles of water so that the proper authorities can respond.

For Statistics Department Classrooms, contact the Front Office Manager (367 Evans Hall | 510-642-2781 | schedule@stat.berkeley.edu).

For Problems with General Assignment Classrooms:

Issue or Question	Who to Contact	Hours Available	Contact Information
AV/Technology	Educational Technology Services	8:00am-8:00pm	(510) 643-8637
Classroom Issues (lockout, maintenance, etc.)	Office of the Registrar	8:00am-8:00pm	(510) 643-7490 hotline@berkeley.edu
After-hours Classroom Lockout or Maintenance	Facilities Services	Prior to 8:00am and after 8:00pm	(510) 642-1032
Building Lockout	UCPD	24-hours	(510) 642-6760

Chalk/dry erase markers are supposed to be available in general assignment classrooms. However, it is strongly recommended that you bring your own. You can find chalk and dry-erase markers at the Statistics Front Desk.

TURNING IN HOMEWORK

Most homework is generally collected during discussion/lab sections or lecture. The Statistics Front Office appreciates any effort that you make to collect assignments in class or during office hours. Since we understand that it is not always possible to allow students to turn in materials during class time, we will accept assignments at the front desk on a very limited basis. It should not be standard practice to collect assignments at the front desk.



If prior arrangements have been made with the Statistics Front Office staff, we ask that you share the following information with your students:

- Students are allowed to submit assignments in a box on the Front Desk if the instructor has made prior arrangements. Students do not have direct access to Faculty, GSI and Reader mailboxes.
- Assignments can only be submitted during normal business hours: 9am-12pm, and 1-4pm in 367 Evans. Students should not knock on the front door when the office is closed. If an assignment is due on a day before a 3-day weekend or long holiday, check to see if the front office has limited office hours.
- Assignments should include the student's full name, the instructor's name, the GSI's name, the discussion section, and in which mailbox the assignment should be placed.
- The Front Desk Personnel are not responsible for missing or late assignments. Leaving assignments at the Front Desk should be the students' last resort.

DISTRIBUTING GRADED WORK

The Front Office does not distribute graded assignments. Please arrange for students to pick up graded work in class or in office hours from you or a GSI. Due to privacy laws (see [FERPA info](#)), graded papers should not be left in a box outside of your office unattended unless students have waived confidentiality of their academic work in writing ahead of time.

Disclosure of Information from Student Records: A Quick Reference for Faculty & GSIs:
<https://registrar.berkeley.edu/sites/default/files/pdfs/FERPAFaculty.pdf>

HANDLING CLASSROOM DISRUPTIONS (FIRE ALARMS, PROTESTS, ETC.) DURING EXAMS

There is no campus-wide policy on how to proceed with an exam after a fire alarm is pulled (other than everyone must evacuate the building) so individual instructors can determine how they wish to proceed. Below are some examples of how different faculty handle the situation (excerpts from 3 syllabi from other depts).

"Bomb Threats/Fire Alarms: In case of a fire alarm or bomb threat you should grab your belongings and exit silently, but immediately. The evacuation site for a fire alarm/bomb threat will be _____. No talking. Leave your exam and scantron unless told to bring them with you. Depending upon the timing of the alarm we may continue the exam outside or in the exam room, when & if we are allowed to re-enter. This decision will be made at the time of the alarm (if there is one). Sorry but any talking or looking at material during this time will be considered cheating. A zero will be given on the exam."

"In the event of a fire alarm during an exam—please leave your exams with the instructor as you exit the room and remain in the vicinity of the building so that you may resume the exam after we return to the classroom."

"Fire Alarm Policy: A truly annoying bad habit is the pulling of fire alarms by ill-prepared and selfish students who foolishly think their entire future rests on the grade on one midterm. This is a felony crime, punishable by a fine and time in jail. In addition, anyone caught pulling the alarm will fail the course and is subject to expulsion from the University. If the alarm is pulled during an exam, the class will move outside and finish the exam in the allotted time."



These are just examples. You have the freedom to proceed as you wish but the health and safety of you and the students should remain the priority. **It is recommended that you have a policy in your syllabus on how you will handle disruptions during exams** and, as a preventative measure, you may want to remind students of the consequences of inappropriately pulling a fire alarm or otherwise disrupting the class just before you give an exam.

DEALING WITH ACADEMIC MISCONDUCT

The Center for Student Conduct defines Academic Misconduct as,

...any action or attempted action that may result in creating an unfair academic advantage for oneself or an unfair academic advantage or disadvantage for any other member or members of the academic community. This includes a wide variety of behaviors such as cheating, plagiarism, altering academic documents or transcripts,

gaining access to materials before they are intended to be available, and helping a friend to gain an unfair academic advantage.

- UC Berkeley Center for Student Conduct,
<http://sa.berkeley.edu/conduct/integrity/definition>

There are university procedures to follow when a student is accused of academic misconduct. It is important to have precise documentation to support a claim of dishonesty. If you suspect academic misconduct, keep the original homework papers, exams, lab assignments, etc. Please consult with Course and Curriculum Officer, the Chair of the Teaching Committee and/or the Department Chair. The following websites have very useful information about these issues:

The Center for Student Conduct Information for Faculty and Staff

<http://sa.berkeley.edu/conduct/faculty>

Provides links to resolution options, prevention strategies, forms and other campus resources.

Code of Student Conduct

<http://sa.berkeley.edu/code-of-conduct>

Details student rights, disciplinary procedures and more.

If you suspect a student of academic misconduct, you should discuss the matter with the student. If you are not sure how to discuss this with the student, consult with the Center for Student Conduct first. Calling them for an initial consultation does not necessarily commit you to act, nor does it necessarily condemn the student to an investigation, so do not hesitate to call.

- If, after speaking with the student, you no longer believe there was any academic misconduct, the matter can be dropped.
- If the student disputes the allegation but you still suspect a transgression, you can request an investigation by the Center for Student Conduct or the Department Chair.
- If the student admits guilt, you may impose penalties. Instructors may directly impose penalties of personal reprimand, change of grade, assignment of additional work, or re-examination. Only the instructor or Department Chair can impose academic sanctions (the Center for Student Conduct cannot impose academic penalties for your course).

Even if the matter is resolved between the instructor and student, instructors should submit a *Faculty Disposition* to the Center for Student Conduct. Only through such reports can the campus identify repeated violations and chronic offenders, monitor campus trends, and assure consistent penalties.



If you refer the case to the Center for Student Conduct and grades are due before their investigation has concluded, give the student an “Incomplete” grade. You will be able to submit a grade correction in CalCentral pending the conclusion of the investigation and the final calculation of the student’s grade.

PREVENTATIVE MEASURES FOR ACADEMIC DISHONESTY AND MISCONDUCT

Letting students know that you are serious about punishing cheaters may be a useful deterrent by itself. The Center for Student Conduct links above have some useful suggestions, as does the Center for Teaching and Learning Teaching Resources site:

<https://teaching.berkeley.edu/promoting-student-centered-approach-academic-integrity>.

Here are a few more from Statistics faculty:

- Be clear at the beginning of class or when giving an assignment what constitutes cheating and be realistic and specific. Can students...
 - Discuss HW or labs?
 - Ask tutors for help?
 - Look online for help/the answer?
 - Study off of previous exams obtained from or posted by students who previously took the course?

Think about these kinds of questions ahead of time so you can develop a policy to include in your syllabus and in your instructions when giving assignments.

- Discuss with your GSI(s), Group Tutor(s), and Reader(s), if applicable, what to do if they notice academic misconduct in homework assignments, quizzes, exams; or while proctoring quizzes or exams.
- Make multiple versions of exams/quizzes, collated beforehand so that students sitting next to each other get different versions. Different versions may have different numbers and/or may have the problems in a different order. When grading, look for students who have the right answer for the wrong version, and tell GSIs to look for this as well.
- If you suspect students of cheating during the exam, either look on CalCentral or bCourses to get their names during the exam, or put their exams aside when you collect them so you can compare when you grade.
- To prevent students from making changes after they have gotten their exams back, then submitting for a re-grade, scan and save all exams. This can be done on the department copy machines. Announce to the class that you have made copies and that if they change an answer and submit it for a re-grade, they will fail.

SEXUAL HARASSMENT POLICY

In order to create and maintain a good working and learning environment, it is important for all department members to understand and comply with the university's sexual violence and sexual harassment policy. See [Sexual Violence and Sexual Harassment Policy](http://policy.ucop.edu/doc/4000385/SVSH) (<http://policy.ucop.edu/doc/4000385/SVSH>) for the full definitions of consent, sexual violence, sexual harassment, and other prohibited behavior. All UC employees who are not specifically identified as a Confidential Resource (such as the Ombudsperson or licensed counselor in student counseling centers or employee assistance programs) is a **Responsible Employee** required to report sexual violence, sexual harassment or other conduct prohibited by the Policy. Instructors and GSIs are required by law to report all allegations of sexual harassment to the Title IX Officer (Sexual Harassment Officer). If an alleged case of sexual harassment is reported to you, contact the Title IX Officer:

Denise W. Oldham

Director and Title IX Officer, Office for the Prevention of Harassment and Discrimination

Contact information: ask_ophd@berkeley.edu | (510) 643-7985

A full description of campus procedures for responding to reports of sexual harassment can be downloaded here:

https://ophd.berkeley.edu/sites/default/files/titleixophdcomplaintresolutionprocess10-10-16_final.pdf

Grading Policy & Procedures

MID-TERM STATUS REPORTS

You will receive notification of mid-term grade reporting the seventh week of the semester. You can report deficient grades through CalCentral. Midterm status report grades do not appear on students' transcripts. The purpose of reporting is to allow the Office of the Registrar to alert those undergraduate students who are doing less than acceptable work (D/F/NP). It is also a useful way of notifying students who are no longer attending that they are still enrolled in the course (by assigning a D/F/NP on the report). For this reason it may be advisable to have some form of evaluation (typically a mid-term exam or paper) of your students graded before this deadline.

If your assessments are given after mid-term status reports are due, please inform failing students individually that they are earning deficient grades as soon as possible.

FINAL EXAM REQUIREMENTS AND REGULATIONS

Final exams are required of all undergraduate courses except courses that have been approved to be exempt such as field, group, and independent study courses (Stat 97, 98, 197, 198, 199). Whenever practical, each examination shall be written and must be completed by all participants within a previously announced time limit. Examination in non-laboratory courses may not exceed three hours duration (Senate Regulation 772.A) unless DSP accommodations call for an extension.

All deviations from the standard, three-hour sit down final exam require the approval of the Department Chair prior to the beginning of classes. Mid-semester, the Course and Curriculum Officer will ask instructors to confirm whether or not a final exam will be given in order to reserve final exam rooms appropriately.

Alternative final assessments (final projects or papers) will be assumed to be temporary deviations since this decision often varies by instructor. However, if you wish to suggest permanently eliminating the final exam requirement for a particular course, contact the Statistics Department Course and Curriculum Officer. It would require Academic Senate approval.

Graduate-level courses have more flexibility. They are not required to have a final exam (often final projects or reports are due instead), and those that do have exams may schedule them outside of the final exam week.

Scheduling of Final Exams

Final examinations begin the 16th week of the semester and run for 5 days (Mon-Fri). Exam times are based upon the day and time your course meets ("final exam group"). The exact location of your final exam is available about a month before the Reading, Review and Recitation (RRR) week. Examinations must be given during the time listed in the Schedule of Classes. Permission from the Committee on Courses of Instruction (COCI) is required if you need to change the exam time or wish to waive the final exam requirement permanently. The time change will be granted only if all your students have consented to the change or those students who wish to take the final exam at the scheduled time are allowed to do so.

READING, REVIEW, RECITATION (RRR, Week 15)

Information about the Reading, Review and Recitation (RRR) Week period can be found on the Academic Senate's website here: <https://academic-senate.berkeley.edu/coci-handbook/2.1.12>. It is essentially a "dead week" in which review sessions are encouraged but formal instruction has ceased. Classroom reservations are by default effective through the end of the RRR week. Classes may meet, but no new material should be covered and no exams (even take-home exams) should be due during the RRR week. This policy pertains to undergraduate courses. Graduate courses may have exams or final projects due before finals week, though instructors are encouraged to allow students the benefits of the RRR week.

UNIVERSITY GRADING STANDARDS



Grade Definitions can be found on the Academic Senate COCI page (<https://academic-senate.berkeley.edu/coci-handbook/3.3.7>). When an Undergraduate takes a course on a pass/fail basis (Pass/Not Pass), a C- or higher is required to earn a P; but when a Graduate student takes a course pass/fail (Satisfactory/Unsatisfactory), a B- or higher is required to earn an S.

STATISTICS DEPARTMENT GRADE DISTRIBUTION PROFILE

The department has a "suggested grade profile" but it is at the instructor's discretion to assign grades (i.e. there is NO department grade distribution standard). The profile provides suggestions, but it is not department policy.

Individual grades are the responsibility of the instructors, but the department has a strong interest in the grade distribution: grade inflation is bad for all of us. Here is a suggested grade profile, with the understanding that some classes are better, and some worse, so exact conformation with the profile is not to be expected.

	Lower Division	Upper Division
A (including plus and minus)	about 30%	about 30%
B (including plus and minus)	about 30%	about 30%
C (including plus and minus)	about 30%	about 30%
D+, D,D-,F,NP	about 10%	about 10%

SUBMITTING GRADES THROUGH CALCENTRAL

STEP-BY-STEP INSTRUCTIONS FROM THE OFFICE OF THE REGISTRAR ON SUBMITTING GRADES: <http://registrar.berkeley.edu/faculty-staff/grading>. This includes policies and procedures related to Grade Changes and Corrections (<http://registrar.berkeley.edu/faculty-staff/grading/grade-changes-corrections>)

If a student takes a course on a pass/fail basis (P/NP for undergrads, S/U for grads) in a course where a letter grade is an option, please include the letter grade the student *would have received had the course been taken for a letter grade in the “Comments” section.* Occasionally, students petition to retroactively change their grading option or need confirmation of what the letter grade would have been (e.g. for graduate school applications or acceptance into a major).



GRADE DEADLINES

Grades are due within 5 days of the term. See <http://registrar.berkeley.edu/faculty-staff/grading/final-term-grades>. Although instructors still have access to the grading system after this deadline, it is important to submit grades in a timely manner, as late grades could affect a student’s financial aid, honors, probation or clearance for graduation.

Contact Karen Denton in the Registrar’s Office if you experience problems submitting your grades or need to ask for an extension. Her email is egrades@berkeley.edu and the grades hotline is (510) 642-0179 or 642-5042.

NON-PASSING GRADES

A grade of F, NP or U should be given to those students whose work is not of passing quality or who have not completed enough course work to achieve a passing grade. This includes situations in which:

- a student does not take the final exam and has not contacted the instructor with a valid reason that merits an Incomplete grade
- a student on the roster has never shown up to class and has not turned in any work

When awarding one of these grades, please indicate in the Comments section the basic reason for the grade (for example, “no attendance since Week 5,” “no final exam,” or other attributable cause. This will help tremendously if a grade should be challenged and you are not available to discuss the assessment in person or if a student petitions for a late drop or withdrawal. It will assist the Chair with the initial discussion on your behalf and help quickly resolve non-academic reasons for the grade.

INCOMPLETE GRADES

Incomplete (I) grades may be assigned only to students who are doing passing work but who are unable to complete the semester's work due to circumstances beyond their control; for example, illness, illness or death in the family, or a personal or family emergency. See <http://registrar.berkeley.edu/faculty-staff/grading/incomplete-grades>.

Responsibility for requesting and finishing an Incomplete rests entirely on the student. If the instructor is in agreement with the request for an “I” grade, the student and instructor must determine in writing what the student must do to finish the course, the deadline for completion of work, the grade earned for work already completed, and what percentage of the grade will be based on the remaining work. All of this information is vital for assisting the student to complete the work in the event you are unavailable to grade the remaining work or when you need to recall circumstances if much time has elapsed. This information is recorded on the STATISTICS INCOMPLETE GRADE CONTRACT, available from the Course and Curriculum Officer. A copy of the completed form with all signatures must be turned in to the Course and Curriculum Officer.

Students receiving Incompletes have most commonly missed only the final exam. In these situations, Statistics instructors for courses taught in both fall and spring (all lower division, Stat 133, 134, and 135) will often require the student to take the final exam the next time the course is taught. The student would have to talk to the next semester's instructor and inform him/her of the situation—that they will be taking the final exam but will not be officially enrolled in the course. The final exam score would then be given to you (the original instructor) so you can calculate the student's final grade. Although taking another instructor's final exam in the following semester is common practice, you as the instructor can develop a different final exam and have the student take it earlier than the next semester.

If the instructor does not know why a student has not handed in a final paper or taken a final exam a failing grade should be given rather than an Incomplete.

GIVING AN INCOMPLETE?

- To give an Incomplete, assign an "I" grade when you submit all your other grades.
- Complete the Statistics Incomplete Grade Contract (available from one of the Undergraduate Student Services Advisors) which is meant to document what the student has to do in order to "complete" the course. Give a copy of the contract to an Undergraduate Student Services Advisor at your earliest convenience. While not urgent, we do like to keep copies of all Incomplete Grade Contracts on file in case the instructor becomes unavailable to issue a final grade.
- The default deadline for Incompletes earned in a fall semester is the first day of instruction of the following fall semester. The default deadline for Incompletes earned in a spring or summer semester is the first day of instruction of the following spring semester. Students can petition for an extension with instructor approval, but must do so before the default deadline.
- Students should NOT enroll in the class again if they are receiving an Incomplete. Enrolling in the class again will cause the I grade to lapse to an F.

RESOLVING AN INCOMPLETE GRADE

- For INSTRUCTORS WHO PREVIOUSLY GAVE AN I in SUM16 or EARLIER
If you assigned an Incomplete to a student in SUM16 or earlier and the student completed the work this semester, these are the instructions to remove the Incomplete:
 - The student should complete the top portion of the Petition to Remove an Incomplete:
<http://registrar.berkeley.edu/sites/default/files/pdf/I.Removal.Pet.pdf> and give it to you. They should not handle the petition after giving it to you.
 - Calculate the student's final grade.
 - Complete the bottom portion of the Petition to Remove an Incomplete.

- Give the petition to a Undergraduate Student Services Advisor so a copy can be made, the original is sealed in a department envelope, and the original is mailed to the Registrar's Records unit.
- For INSTRUCTORS WHO PREVIOUSLY GAVE AN I from F16 or LATER
If you assigned an Incomplete to a student in Fall 2016 or later and the student completed the work within a year:
 - Follow the "Grade Changes and Corrections" instructions and select "Resolve an Incomplete" as the reason for the grade change:
<http://registrar.berkeley.edu/faculty-staff/grading/grade-changes-corrections>

GRADE NOTIFICATION AND POSTING

It is against university, state, and federal policy to reveal student grades by name or any other "personally identifiable" information, including student ID numbers, without the expressed written permission of the student. Therefore, the department does not post grades or give out grade information for any course. Students can look up their individual grades through CalCentral.

GRADE CHANGES

All grades except Incompletes are final as submitted through CalCentral at the end of the term. While a grade change may be made on the basis of a clerical or administrative error, no change of grade may be made on the basis of reassessment of the quality of the students work. No term grade except an Incomplete may be revised by re-examination (Regulation 780B of the Academic Senate). The only exception is if after giving a student an F, NP or U for incomplete course work, you discover that he or she deserved an 'I' grade.

To change a grade:

- Follow the "Grade Changes and Corrections" instructions:
<http://registrar.berkeley.edu/faculty-staff/grading/grade-changes-corrections>

GRADE DISPUTES

Students may challenge a final grade on academic or non-academic grounds. See the Berkeley Academic Guide for a description of the **Grade Appeal Process**:
<http://guide.berkeley.edu/academic-policies/#gradestext>.

Academic challenges are more common. Try to handle the appeal yourself. If you decide there is cause to change a grade, follow the procedures listed above in "Grade Changes." If you and the student cannot resolve the disagreement, the student may consult with the appropriate Undergraduate or Graduate Advisor regarding procedures to approach the Department Chair. If the grievance is based upon academic grounds and no calculation or administrative error occurred, it is suggested by the Office of Educational Development and the Committee on Teaching that you may offer to write a letter for the student's file describing the reasons for the grade and any extenuating circumstances that may have influenced your grading.

Students should receive whatever grade they earned in the class. In some cases, students who technically earn a passing grade (C- or higher, or P) will try to request a deficient grade (D+ or

lower, or NP) so they can repeat the course to better their GPA or to repeat so they can earn the minimum grade required for a specific major (or for other reasons like graduate school applications). See <http://registrar.berkeley.edu/academic-records/grades> for the guidelines for repeating a course. A student's grade should not be changed at their request. First, it would not be in line with grade change policies unless there was in fact a clerical or administrative error. Furthermore, it would not be fair to other students in the same situation.

A student may also file a grievance on the application of non-academic criteria such as race, politics, sex, sexual orientation, or evaluation of student work by criteria not directly reflective of performance related to course requirements (Senate Regulation A207). The process can be reviewed here: <https://academic-senate.berkeley.edu/regulations/a207-grade-appeals>.

Ending the Term

INSTRUCTOR EVALUATIONS

As a means of assessing teaching effectiveness, teaching evaluations are required by university policy. All teaching personnel: faculty, visiting instructors, lecturers and GSIs are evaluated. These evaluations are used for merit increases, performance review, and job placement.

The Statistics Department utilizes online course evaluations, administered by Educational Technology Services (ETS) on-campus. You and your students will be contacted directly by ETS via email. If you have not received evaluation information by the 12th week of the semester, please be sure to check the email account formally listed in the UC Berkeley Directory (directory.berkeley.edu). Instructors can also access their course evaluation information directly at <http://course-evaluations.berkeley.edu/>.

Encourage your students to complete the evaluations and assure them that instructors and GSIs will not have access to them until after grades have been submitted.

REVIEWING YOUR COURSE EVALUATIONS

Online course evaluation results can be viewed online generally several weeks after the end of the semester. Instructions on how and when you can access your online course evaluations will be provided by ETS.

For instructors wanting to review older paper evaluations, you may request scanned copies of your evaluations by contacting the Front Office Manager. We will do our best to process your request within 2 business days.

RETENTION OF FINAL EXAMS

Final exams must be kept on file for a minimum of 13 months following the end of the semester. Instructors who will be on-campus over the next 13 months should keep their final exams and grade records in their office.

If you will not be on-campus over the next 13 months, final exams can be kept in the Statistics Department storage room. See the Front Office Manager to make these arrangements. Complete grade records of all assignments should be included with the final exams in case there are grade disputes that need to be addressed by the Statistics Department Teaching Committee or the Department Chair while you are away.

RETURN ITEMS TO MAIN OFFICE

If you have GSIs and/or Readers, please remind them to return borrowed textbooks to the Statistics Department Front Office by the end of the semester.

Resources for Instructors

You may find the following web sites useful as you prepare for your course and encounter issues after you have begun teaching.

[Teaching Resources](#) (on the Center for Teaching and Learning website)

<https://teaching.berkeley.edu/resources>

Resources to help you design, teach, and evaluate your course. For example, find a list of [Components of a Syllabus](#) or tips on [Working with GSIs](#).

[Academic Calendar](#)

<https://registrar.berkeley.edu/calendar>

Know when Instruction Begins and Ends, and when holidays are scheduled.

[bCourses](#)

<https://bcourses.berkeley.edu/>

This is UC Berkeley's web-based learning environment. It enables instructors and GSIs to create course websites that extend teaching and learning activities outside the classroom.

Training workshops are often available through ETS (see

<https://ais.berkeley.edu/events/upcoming> for workshop schedule).

[Cal Central](#)

calcentral.berkeley.edu View your class roster and get student emails. This is also where you will find submit midterm and final grades.

Class Schedule

<http://classes.berkeley.edu/>

Schedule, enrollment and wait list data available. Filter by semester first.

Classroom Issues

Report problems with general assignment classrooms, including broken furniture, missing chalk, faulty equipment

Issue or Question	Who to Contact	Hours Available	Contact Information
AV/Technology	Educational Technology Services	8:00am-8:00pm	(510) 643-8637
Classroom Issues (lockout, maintenance, etc.)	Office of the Registrar	8:00am-8:00pm	(510) 643-7490 hotline@berkeley.edu
After-hours Classroom Lockout or Maintenance	Facilities Services	Prior to 8:00am and after 8:00pm	(510) 642-1032
Building Lockout	UCPD	24-hours	(510) 642-6760

Classroom Descriptions and Photos

<https://25live.collegenet.com/berkeley/>

<http://ets.berkeley.edu/ClassroomTechnology/RoomInfo/>

Review photos and features of classrooms. Room change requests deadline is usually by the end of the second week of classes. Let the department scheduler know if you need to request a change as soon as possible.

[Educational Technology Services \(ETS\)](#)

<http://ets.berkeley.edu/>

Instructional support: <https://www.ets.berkeley.edu/find-support/request-forms> includes Audio, Video, and Course Web Site Services; Teaching Grants for Berkeley Faculty; Technical Consulting; and Training Components. ETS does not support technology in department space (3rd floor classrooms).

[Library Information for Faculty and Instructors](#)

http://lib.berkeley.edu/services/for_users/faculty_instructors.html

Mental Health Handbook for Faculty, Staff and GSIs

<https://uhs.berkeley.edu/counseling/prevention-education-outreach/mental-health-handbook>. The [Gold Folder](#) is a good quick guide to review before the semester begins.

[Office for the Prevention of Harassment and Discrimination](#)

<https://ophd.berkeley.edu/>

The Office for the Prevention of Harassment and Discrimination (OPHD) has the specific responsibility for providing prompt and effective responses to all complaints of sex discrimination or harassment for faculty, staff and students. The Office also responds to concerns from faculty and students regarding other forms of discrimination as covered by University Nondiscrimination policies-- such as, age, religion, national origin, etc.

[Police \(UCPD\)](#)

<http://police.berkeley.edu/>

1 Sproul Hall | EMERGENCIES DIAL 9-1-1

CAMPUS POLICE FROM A CELL PHONE FOR EMERGENCIES: (510) 642-3333

Non-emergencies 24-hours (510) 642-6760

[Statistics Department](#)

<http://statistics.berkeley.edu/>

367 Evans | Main Office: 510-642-2781 | Course and Curriculum Officer: 510-643-6131

[The Center for Student Conduct](#)

<http://sa.berkeley.edu/conduct>

205 Sproul Hall, Mail Code 2432 | 510-643-9069 | studentconduct@berkeley.edu

If you encounter academic integrity issues in your class, refer to tips, policies, and procedures on the Student Conduct website.

Students of Concern Committee

<https://sa.berkeley.edu/socc>

You can submit a CARE Report if you are concerned about the personal, physical and emotional well-being of a student. When to Refer a Student: <https://sa.berkeley.edu/socc-when-to-refer>

Resources to Share with Students

You may wish to refer students, particularly those in distress, to these resources.

TUTORING

[Academic Services in the Residence Halls](#)

<http://academicservices.berkeley.edu/>

including tutoring, academic advising, and technology support in the residence halls

[Student Learning Center](#)

http://slc.berkeley.edu/math_stat/

The Student Learning Center provides free tutors, study groups, and exam reviews for Stat 2, 20, 21, and 134. Contact Mike Leong or Mike Wong (Math and Stat Coordinators in the SLC).

[Private Tutoring](#)

<http://statistics.berkeley.edu/courses/tutoring>

Graduate students (generally Statistics and Math graduate students) who offer private tutoring on a fee for services basis will be listed on the Statistics Department Courses site at the beginning of each semester.

ACADEMIC ADVISING AND COMMUNITY SUPPORT

[Berkeley International Office](#)

<http://internationaloffice.berkeley.edu/>

orientation and advising for international students, immigration and visa services, advocacy, and programming

[Office for the Prevention of Harassment and Discrimination](#)

<https://ophd.berkeley.edu/>

The Office for the Prevention of Harassment and Discrimination (OPHD) has the specific responsibility for providing prompt and effective responses to all complaints of sex discrimination or harassment for faculty, staff and students. The Office also responds to concerns from faculty and students regarding other forms of discrimination as covered by University Nondiscrimination policies-- such as, age, religion, national origin, etc.

[College of Letters & Science](#)

<http://ls-advise.berkeley.edu/>

academic advising and planning, L&S college policies, degree checks before graduation

[Disabled Students' Program](#)

<http://dsp.berkeley.edu/>

academic advising and accommodations, assistive technology, disability access services, financial advising, housing services, etc. for students enrolled in DSP

[Multicultural Student Development](#)

<http://diversity.berkeley.edu/undergraduate-student-programs>

offers a series of academic courses and educational and multicultural activities through its six offices

[Ombuds Office for Students and Postdoctoral Appointees](#)

<http://campuslife.berkeley.edu/ombuds>

510-642-5754 Monday - Friday, 9AM - 5PM

confidential assistance in sorting through campus-related conflict or concerns

Statistics Department Student Services

Undergraduate Student Services Advisors:

Denise Yee | dyee@berkeley.edu | (510) 643-6131 | 369 Evans

Majabeen Samadi | majabeen@berkeley.edu | (510) 643-2459 | 367A Evans

Advising Hours: <http://statistics.berkeley.edu/programs/undergrad/advising>

Graduate Student Services Advisors:

Erin Blanton (MA program) | eblanton@berkeley.edu | (510) 643-0589 | 375 Evans

La Shana Porlaris (PhD program) | lashana@berkeley.edu | (510) 642-5361 | 373 Evans

[Centers for Educational Equity and Excellence](#)

<http://ce3.berkeley.edu/>

Cal Independent Scholars Network <http://cisin.berkeley.edu/>

Cal Veterans Services Center <http://veteran.berkeley.edu/>

Educational Opportunity Program <http://eop.berkeley.edu/>

Re-entry Student Program <http://reentry.berkeley.edu/>

Student Parent Center <http://studentparents.berkeley.edu/>

Transfer Student Services Center <http://transfers.berkeley.edu/>

Undocumented Student program <http://undocu.berkeley.edu/>

COUNSELING & HEALTH SERVICES

[Student-to-Student Peer Counseling](#)

<http://sspc.berkeley.edu/>

Peer Counselors provide free, 1-1, confidential, walk-in and phone-in services.

[University Health Services](#)

<http://www.uhs.berkeley.edu/>

Services include professional counseling (e.g. to address academic adjustment issues, stress and anxiety, depression, etc.), psychiatric services, social services, career counseling, and professional medical services

[PATH to Care Center](#)

<https://sa.berkeley.edu/dean/confidential-care-advocate/>

Support services for victims/survivors who have experienced gendered violence.