

UO Mathematics Instructor Policy Manual

2018-2019

Included herein is FAQ-style documentation of the expectations of instructors in mathematics courses at the University of Oregon.

If you have a question or concern about the content, contact Mike Price (mprice@uoregon.edu).

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Grades and Testing

Under what circumstances is a grade of W, Y, N, I, P, X, AU appropriate?

The standard A, B, C, D, and F grades, along with the plus/minus for A, B, C, and D are converted to numerical values and used to calculate GPA. The other grades possible to give at the end of the term have specific requirements. Some of the grades are initiated by the registrar's office or the student rather than the instructor and are distinguished below:

Student Initiated:

- **W** This grade means the student has withdrawn from the course after the first week of classes. The deadline for withdrawing from a non-summer courses is the end of the 7th week. Students who fail to meet the deadline may ask you to sign a petition allowing them to get the "W" after the deadline. It is up to the instructor to decide whether or not to sign the petition (a committee will make the final determination).
- **AU** This is given to a student who is auditing the course. Students must get authorization for this prior to being enrolled in a course so it should not come as a surprise. Instructors cannot change a student's grading option to AU, the student must choose to audit the course before the week 2 add deadline. Students auditing a course should be afforded the same rights as a student taking the course for credit (e.g. questions during class, grading the student's work, attending office hours).
- **N** This grade is given when a student has not achieved a C- or better for your course. The student can choose to take courses as P/N and have the course NOT count towards GPA. Students must decide to do this and can change their decision up to the start of the 8th week of the term. Once they choose the Pass/No Credit option, a student who would have earned below a C- is assigned the "N" grade. Instructors will not have the option of entering a letter grade for students who choose the P/N option.
- **P** This grade is given when a student has achieved a C- or better for your course. The same requirements for the "P" are for the "N" grade above. Instructors will not have the option of entering a letter grade for students who choose the P/N option.

Instructor Initiated:

- **Y** This "no basis for grade" letter is no longer available. Instead, in the event that a student never engaged academically in the course (did no work, never attended class, did not contact the instructor regarding coursework) the student simply receives an F and in the Duckweb grade center, the option indicating that the student never engaged academically in the course would be selected.
- **I** This grade is assigned when the quality of work is satisfactory but a minor yet essential requirement of the course has not been completed for reasons acceptable to the instructor. NOTE: this grade requires a contract to be completed and is therefore more detailed, please see the section on administering incompletes for department policy.

Registrar Initiated:

- **X** This is a grade that only the registrar can assign. It is given in the event that the instructor does not submit a grade for the student by the end of the grading period. If you did

not complete your grade entry on time, the entire class receives a grade of “X” which will be replaced by the appropriate grade when the instructor submits it. *The policy of the math department is to avoid any “X” grades. The Registrar will frequently hound the department to correct any existing “X” grades, so please enter all your grades.*

When are the drop/add/withdraw/change deadlines for a standard term and for summer session?

The 4-week courses in summer session are taught in Intensive Learning Format (ILF), an appropriate designation for these extremely fast classes. The courses contain the same concepts, and the same amount of class time as a standard 10-week course but the deadlines change appropriately to reflect the 4-week total timeline. Other math courses are condensed to 8 weeks.

Deadline	Standard Term	Summer Term (8-week)	Summer Term (4-week)
Drop (no W), 100% refund	End of 1 st week of the term	End of Monday (1 st day) of the term	End of Monday (1 st day) of the term
Drop (no W, partial refund)	End of Saturday of 1 st week of the term	End of week 1	End of Tuesday/Wednesday (2 nd /3 rd day) of the term
Add the course	End of Sunday of 1 st week of the term	End of Monday of week 2	End of Friday (5 th day) of the term
Change to or from Audit	End of 2 nd week of the term	End of Sunday of week 1	End of Thursday (4 th day) of the term
Change grading option or take “W” (0% refund)	End of 7 th week of the term	End of Tuesday of week 6 of the term	End of 3 rd week of the term

Final exams are scheduled by the Registrar’s Office and the schedule must be adhered to. For summer term courses, the final exam is held on the last day of the course.

What is the policy regarding the difference between final exam score and course grade?

There is no official, department position on final exam scores and course grades. However, a policy that is worth considering is that no student can pass the course unless they receive a grade of D or better on the (cumulative) final exam. *If you choose to implement this policy, include it on your syllabus.* If you include a grading scheme (e.g. final exam worth 30% of the grade), then you must use that grading scheme. While this policy is suggested for all, it is not required for all courses. The instructor/professor has the final decision on grading policies, but the clarity of the method chosen should be explicit on the syllabus.

Do I have to give a certain number of exams in my course and do any need to be cumulative?

If you are teaching a lower-division course, it is strongly recommended that you give two midterm exams and a final exam in your course. Often students first discover that they are having difficulty in a course when they do poorly on a midterm exam. This is particularly damaging if the exam is not given until week 6 or 7, and when it is worth a large portion of the course grade. Students new to higher education also may need an additional, earlier exam in order to help adjust to the expectations of rigor and study habits, and to the exam style of the instructor.

If you are teaching a course which satisfies a prerequisite for another math course (e.g. 111, 112, 241), you should be giving a cumulative final exam to ensure that students are demonstrating

adequate knowledge of the core concepts before proceeding to another math course. If your course is terminal (e.g. 105, 242), you may opt for an additional midterm exam, or non-cumulative final, instead of a cumulative exam (note the policies on when you can give exams during week 10 if you do not intend to use your final exam time slot).

When do I give a student an incomplete?

First, determine that an incomplete is reasonable: (1) The student is passing (performing satisfactory work) in the course at the time student work ceases, (2) the missing work amounts to a small, but significant portion of the course (for mathematics this is almost always the final exam and only the final exam), and (3) you are willing to negotiate a contract with the student for how the work will be completed.

Note that given that the work should be “small, but significant”, asking the student to retake the course with a different instructor is not a sensible incomplete contract. If that’s necessary, they should fail the course they are in, not receive an incomplete.

Once it is clear that an incomplete is reasonable, decide with the student (when possible) on an adequate plan for resolution of the incomplete. The plan should include what work the student needs to complete, and on what basis the grade will be assigned (e.g. “Grade assigned based on completed work for the course” or “Grade assigned based on final exam score”). If you are a GE, you also need the assistant head’s approval for the incomplete contract. It is important to realize that both you and the student should agree on the terms for completing the course and if you do not agree on this, then you must assign the student a grade in the course rather than an incomplete.

Obtain either a paper copy of an incomplete contract from the undergraduate coordinator, or include in an email thread to the coordinator the details of the contract and the student’s approval. Finally, either send a digital version of the contract to the undergraduate coordinator, or deliver the contract itself to the math office. By default, students have up to one calendar year to fulfill the requirements on the incomplete contract. You may choose to shorten this timeframe explicitly on the incomplete contract. After one year, however, an I reverts to a grade of F (or N) on the student’s transcript.

Often instructors are tempted to give I's or Y's to students who they don't wish to fail out of compassionate consideration of medical, family, financial, or other reasons; this is not appropriate. Students with such problems must petition to the appropriate academic committee (typically the Scholastic Review Committee or sometimes the Academic Requirements Committee). The Registrar’s office can help students negotiate this.

How do I enter or change grades?

The UO uses DuckWeb as the method for assigning grades. You’ll need to log in using your PAC (which is different than your UO email password). Once logged in, you’ll need to select ‘Faculty Menu’ and then ‘Course Administration Center.’ Choose the appropriate term and you’ll be directed to a list of all the courses you taught that term. Under the heading of ‘action’, select the option of ‘enter grades’ from the pull down menu. Once all grades are entered, you can save the data. Verify that the correct grades match the appropriate student and then choose the submit button. Grades are not final until they have been submitted.

It is the instructor’s responsibility to *enter grades in a timely fashion*. During the academic year that means submitting grades before the registrar-imposed deadline (which is usually noon on the Monday or Tuesday following finals week). See the next section for policies regarding grades during summer term.

If you submit an incorrect grade, it is possible to change it afterwards. This should be a very rare instance and if sufficient time has passed since the grading deadline the assistant department

head or department head will need to sign a grade change form. If you have questions on changing a grade after the deadline, please talk to assistant department head.

Instructors must also submit a “last date of attendance” (“LDA”, a.k.a. last date of academic engagement) for any students receiving a failing grade. The LDA could be the last time they turned in an assignment, took an exam, or interacted with you about the course. This could also be their physical attendance in the class (since this is an opportunity for academic engagement).

Helpful links:

UO Grading System: http://registrar.uoregon.edu/current_students/grading_system

Final exam schedules: http://registrar.uoregon.edu/calendars/final_exam

LDA information: <http://registrar.uoregon.edu/faculty-staff/last-date-of-attendance>

What is different about submitting grades for summer courses?

Because of the many different periods during which courses are offered in the summer, it is difficult for the registrar to set useful due dates for summer grades. The expectation is that you will submit grades for your course, at the latest, within one week of the completion of the class, *even if another due date listed elsewhere is later*. Courses that are part of a sequence (e.g. 241, 211) should have course grades entered by the Monday following the completion of the class, at the latest.

How is credit by examination handled?

Students who believe they have the requisite understanding from a course can “challenge” it by seeking credit by examination for the course. They first get a form from the registrar’s office, pay a fee, and seek an instructor who can administer the exam. We don’t expect graduate student instructors to administer such exams.

The department will not give credit by exam for any 100-level course or for Math 211-212-213.

The student may not immediately be able to take the exam. For instance, to minimize the extra time imposed on the (uncompensated) instructor, the student may be asked to take the exam during a term in which the instructor is already teaching the course in question, and to take the exam at the same time that instructor’s class takes its final exam.

The student may choose any grading option allowed to other UO students in the course and the instructor may choose a grading scheme for the exam. Upon grading of the exam, the student either receives credit as though from a transfer institution, or receives no credit and loses the opportunity to take credit by examination for this course in the future.

The official policy can be found at http://registrar.uoregon.edu/current_students/advanced_credit#credit-by-examination.

How long do I need to retain student exams and my gradebook?

According to the records retention schedule available at <http://library.uoregon.edu/records/schedule/166-475-0110.html> instructors should retain exams, quizzes, and homework for 1 term. On the other hand, the gradebook that you use to determine student grades should be retained for 2 years following the course.

Disposing of these documents, given the sensitive student information, should be done by confidential destruction. The large gray confidential recycling container located in the Fenton department office is the ideal location to dispose of old documents.

Student Interaction

What is FERPA and how does it affect my student interactions?

The Family Educational Rights and Privacy Act of 1974 establishes that only the student and “school officials with legitimate educational interest” have access to non-directory information (directory information includes the student’s name, address, dates of attendance, and a few other things; students can reduce what is available as “directory” information at their discretion). This means that no one other than the student, a school official with a “legitimate educational interest”, or someone for whom the student has explicitly signed a FERPA waiver can be given any information about that student. *Parents of students in higher education do not, by default, have access to their student’s academic information.* A student can ask that their directory information be restricted. Any requests for such a student’s grades, academic information, or even verification that a student is enrolled in your course should be met with “I have no information about any person by that name.” Technically, you cannot even acknowledge them as a “student” in the event that their directory information has been restricted.

In what manner(s) is it acceptable to return homework, quizzes, and exams to students?

Graded work should be returned in a manner consistent with FERPA: No person should be privy to a student’s grade information other than that student and his/her instructor. This privilege is extended to paper markers to the extent that they grade homework and to undergraduate teaching assistants for the purpose of grading homework and quizzes. To that end, graded work should always be returned directly to the student. Some examples of *unacceptable* means of returning graded work are leaving graded homework in a folder outside of your office, or in publically-accessible mailboxes, or having students pass a stack of graded homework through the class. Although it takes more time, work should go straight from you to the student without risk of interference by anyone else. This also provides a convenient opportunity to learn student names.

Posting exam scores or course grades must either be done in such a manner that the student is unidentifiable (e.g. using randomly-generated ID numbers) or that the information is located behind secure login to which only that student has access (e.g. Canvas).

What kinds of communication about grades can be done via email?

Official communication by UO faculty and staff, including information about grades, is done through a student’s registered email address. For the vast majority of students, this is their uoregon account. Some students choose to override this default option and set their default email to be something else. You can view the student’s preferred email address from the class list with DuckWeb. Email communication regarding a student’s non-directory information can happen between you and that student via this email address and no other.

For more information, consult the official policy at http://registrar.uoregon.edu/current_students/email_policy

How do I administer multiple choice exams using scantron forms?

First, acquire an appropriate number of scantron forms from the math office. Write the key(s) for the exam on one (or more, for multiple versions) of these forms. Administer the exam and take the forms to the computing center for grading. They may require a department code and/or department authorization from the department manager or account coordinator to process the exams. Once the exams are graded, you will receive the scantrons back and also may receive a text file of meta-data for the test via email. The scantron forms have a score included on them, but in

general do not mark each problem as correct or incorrect. For that reason, you may consider providing a key for your students so that they can determine which of their answers were incorrect.

For information about scanning procedures, costs, and how to request Scantron scanning, visit <https://it.uoregon.edu/is-scanning>.

How do I deal with a case of suspected student misconduct (cheating)?

The misconduct cases are handled through the Office of Student Conduct and Community Standards (“SCCS”). You should make copies of any and all work which seems to indicate the misconduct, as well as make notes of your personal experience (if you saw a student looking at another person’s work, heard people talking, noticed cell phone interaction, etc.). It is customary to offer the student a chance to meet with you regarding the suspected misconduct. Consider providing an explicit timeline for their response and decide on your chosen sanction before meeting with the student, as they will likely ask what you plan to do. If you are concerned about the student’s conduct during a meeting, consider asking your supervisor to attend (e.g. the assistant head for GEs and adjunct instructors). Talking with experienced instructors like Mike Price or Hayden Harker can also be helpful before the meeting occurs.

You are to assign reasonable punishment/sanctions for the student based on the offense. Sanctions can range from no punishment up through failing the course. A recommended sanction is a zero on any assignment/assessment on which misconduct is suspected. The instructor may impose any academic sanction with respect to the course in which the misconduct took place. He/She cannot request that the student be expelled or that a record of the incident be included on their transcript (this is different than their student conduct record, on which confirmed cases of academic misconduct are always noted). Institutional sanctions such as academic probation or expulsion are only imposed by SCCS.

Once sanctions are listed, the student has the option of (1) agreeing to the misconduct and accepting the sanctions, (2) agreeing to the misconduct but disagreeing with the sanctions, or (3) denying the misconduct entirely. The information you have gathered, including the result of any meeting, should be submitted online to https://oregon-advocate.symplicity.com/public_report/ no more than two weeks following the incident.

In the event of option (2), a dispute about sanctions is resolved by the department head.

Should the student choose option (3), SCCS will resolve the disputed claim.

This misconduct report is reviewed by the SCCS to judge the veracity of the claim and to determine if the student has other cases on their personal record. If the misconduct charge is accepted, it will remain on the student’s conduct record. Students are NOT allowed to withdraw from the course while the alleged misconduct is being processed by SCCS. If the grading period will end before a decision is reached, *the instructor must assign to the student the grade they would have earned assuming no academic misconduct took place.*

In the event that a sanction results in the student's course grade changing, a specialist in the registrar’s office will either notify the instructor of the need for a grade change or implement it him/herself. If a student withdraws from the class and is subsequently found responsible for misconduct, the student will be reinstated in the course and assigned the appropriate course grade.

Helpful links:

FERPA outline: <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

FERPA at UO: <http://registrar.uoregon.edu/records-privacy>

Academic misconduct form: https://oregon-advocate.symplicity.com/public_report/

What constitutes acceptable student interaction?

Instructors should strive for communication that fosters mutual respect between student and instructor, and between all students in the course, while not giving any student an unfair advantage or disadvantage in the academic setting.

Adjunct and GE instructors may be subject to termination if they are egregiously unfair to their students, such as by giving unearned grades, sexual or other harassment of students, having a sexual relationship with a student, or drinking or using illegal drugs with students.

Unacceptable behavior which would result in a warning before termination include sleeping through a class or missing a class through some other negligence, failure to turn in grades on time, or other significant but unintentional failures to fully perform instructional responsibilities.

In addition to egregious violations of conduct, as instructors in a field dominated by individuals of one gender and without a great deal of ethnic diversity, we should always be cognizant of our tendencies to reinforce, consciously or otherwise, behavior that has a historical bias around gender, gender identity, ethnicity, and sexual orientation. Whenever interacting with students, be aware of what individuals appear engaged, which seem marginalized, and ask how you can be including all students fairly in the academic mission of our discipline.

The formal definitions of abuse of power and sexual harassment in the state can be found here: <http://aaeo.uoregon.edu/sexual-harassment-violence/gender-discrimination/sexual-harassment> and here: <http://workplacereationships.uoregon.edu/conflict-of-interest-abuse-of-power/>

What are the expectations with respect to classes during “dead week” (week 10)?

Classes are held as normal until the end of week 10. While some instructors consider it pedagogically responsible to be finished with new material before week 10, there are no rules about what course material can or cannot be introduced during that time. However, faculty legislation prohibits administering final exams (in any guise), as well as any exams worth more than 20% of the course grade during week 10. Unless stated on the syllabus within the first two weeks of the term, no “projects” (project is not well-defined) may be due during week 10 at all.

Students often have very different expectations about week 10 so it may be advantageous to talk with them in advance about what you plan on doing with that time.

Helpful link:

Dead week and other final exam info: http://registrar.uoregon.edu/calendars/final_exam

What measures should I be taking to make my course and its materials accessible?

In many instances, students with disabilities who may require significant accommodations will contact instructors far in advance of the first day of classes. Such advance notice can help ensure that the term begins smoothly. There are measures that instructors can take to make the course more accessible to all students.

Include a statement on the course syllabus something like the following:

For those of you who are currently registered with the Accessible Education Center for a documented disability, please present your paperwork to me during the first week of the term (or earlier) so that we can design a plan for you. Those of you with a disability (or who might) but are not registered with AEC should contact them as soon as possible. It is much more likely that measures can be taken to provide adequate special accommodation if the organization is done through AEC. I have attempted to provide documents that are accessible. Please let me know if you need additional accommodations.

Documents composed in Microsoft Word and saved as a PDF are generally readable by modern screen-reading programs. Documents scanned as PDFs or images are not readable and are unhelpful for individuals with visual impairment. The English in PDFs generated by LaTeX is readable, but the mathematics may not be legible to a screen-reader.

Many textbooks are not available in accessible formats. Although it is not recommended that an instructor make an adoption decision based solely on accessibility of the text, it is worth considering that an inaccessible textbook would be unusable by a student with a severe visual impairment.

An excellent resource for adaptive technology is James Bailey (jbailey@uoregon.edu) with the Accessible Education Center.

Scheduling

How many office hours should I hold?

Teaching GEs hold four office hours each week. If you are a GE teaching Math 111, then one of those office hours is instead dedicated to a help session. If you are teaching using WeBWorK or some other online homework collection system then you may consider reducing this to three in light of the fact that you will need to spend some regular time fielding questions from WeBWorK.

Pro tempore or career instructors hold at least two, or the number of classes taught in a given term, whichever is larger. That is, Office Time $\geq \max\{2, \# \text{ of classes}\}$. E.g. a full-time instructor should hold at least four office hours, while instructor teaching only one class should hold at least two office hours.

Acceptable times for your office hours are broad, but the basic expectation is to keep them on weekdays between 8am and 6pm (unless your class is held later in the day).

What is the appropriate method by which to set up a review session outside office/class time?

Visit http://registrar.uoregon.edu/faculty_staff/academic_scheduling/classroom_reservation_request and submit the appropriate information. The confirmation for the reservation might be sent to the graduate coordinator rather than directly to you, so check in if you're concerned that you haven't received a timely response.

If you do not reserve a classroom by going through Academic Scheduling, you run several risks: 1) There might be no classroom available when you need it, 2) a classroom that appears unused might actually be legitimately reserved by another party, and 3) building managers or other school officials would have no means of determining where you or the students were in the event of an emergency.

I'm sick, how do I get a substitute?

If you are too ill to teach, but well enough to communicate by email or phone, then the onus is on you to secure a substitute for your class(es). Ideally the substitute should be someone who has taught the course before. If you are unsure who to seek out for substitute, you can consult with Mike Price. In the event you need a substitute, the undergraduate coordinator and the assistant head should both be notified of the fact that you need a substitute and who that substitute is. As a 0.50 FTE or higher instructor, you should also submit this time as sick leave to the department manager at the beginning of the subsequent month.

If you become too ill to manage the securing of a substitute, let the graduate coordinator and assistant head know as soon as you are aware that you will not be able to fulfill your teaching responsibilities. In the event that you know you will be gone for a period longer than one or two days, a more rigorous process for assigning a substitute may be initiated.

Whenever possible, effort should be put forth to provide the substitute with an accurate idea of expectations for the class period, including activities scheduled, topics covered, any assignments from or announcements to students. The less the substitute has to prepare independently, the more the students can expect continuity in instruction and the fairer it is for the substitute him/herself.

For adjunct and career instructors, substitutes are not paid to teach your course. Thus, it is common to arrange that the favor be returned if such an opportunity should arise that your substitute, in turn, needs someone to run their class. For GEs, four hours per quarter of contracted

time are reserved for substitution for fellow GEs. This time should be reported to both the graduate coordinator and the department manager.

How does sick leave work?

Sick leave only for all faculty at a rate of 8 hours per month for full-time, and pro-rated for part-time. Because the number of hours of daily work differ between instructors and are somewhat unpredictable besides, for the purposes of record-keeping instructors count each missed day as “FTE * 8 hrs” of sick leave (e.g. If you are teaching three classes, you’re at 0.75 FTE so a sick day should be reported as 6 hours of sick leave). This is independent of how much teaching you actually do during the sick day. This time taken should be reported to the fiscal coordinator at the beginning of the subsequent month.

Graduate employees accrue two sick days each quarter, plus one additional day during their first appointment in any school year, but no more than ten days can be available at a given time. All sick leave should be reported to the graduate coordinator. No more than four hours per term should be used by GEs doing substitution for another employee who is sick.

See also: GTFF Collective Bargaining Agreement article 29 section 8.

Can I do private math tutoring on the side?

The official statement is that what you do with your time outside of your commitment to the math department is yours to choose, as long as it doesn’t interfere with your performance. However, if you are currently teaching a course or are the coordinator for a course, you are discouraged from tutoring for that class. In particular, you should not charge for private tutoring to students in your own class, as this would be viewed as both inequitable and unfair to the other students in the class and may qualify as a violation of UO’s conflict of interest policy. You should also not use university resources (e.g. office space or equipment) for any ventures unrelated to your academic or professional roles at the university.

GEs in particular are assumed to have schedules such that, between teaching and their own academics, there is not enough time to do private tutoring.

What action should I take if I would like to change my class meeting location?

Contact the undergraduate coordinator to see if there are any easy intra-departmental swaps we could perform. Further action can be taken to search for additional rooms, but in recent years classroom space has come at a premium. If the need is not dire, then it is recommended that you work toward ways to make the assigned space more palatable.

Enrollment

The class I'm teaching is full. Is it possible for students to join a waiting list to get in?

Official waitlists can be set up for courses with the assistance of the undergraduate coordinator. A wait list permits students who first attempt to enroll be first in line for an available spot in your course. However, it also means that you cannot process overrides for your course. A wait list of no more than about 10% of class capacity is probably appropriate. For more information, contact the office staff.

In lieu of official waitlists, instructors may create their own, ideally by implementing an instructor permission flag (see related question regarding this flag, if desired). If students email or phone you, they can be given preference based on the order in which contact is made. Other students may be signed in on the first day. However, each course has a maximum enrollment for a reason. Perhaps there are actually no other seats available and the maximum cap is to stay within the fire code for a particular room. It could be that historically the class does better when the size is kept at a particular level. Instructors should check with the undergraduate coordinator or assistant head before signing in more students than their course is limited to. Similarly, avoid making promises to students about creating space in the class until you know what restrictions are imposed on class size. Instructors should approve students' enrollment into the course in such a way as to avoid any notion of inappropriate favoritism.

How do I deal with overrides?

Broadly, there are two types of overrides instructors can provide for students: overrides for a lack of prerequisite and overrides for a course at enrollment capacity.

- The pre-requisite override (red form) allows students who do not have the official pre-requisite to enroll in a course. This should be used sparingly and only for your sections. Do not sign a pre-requisite override form for a student who is not attempting to enroll in one of your classes. You may discuss the student's background with him/her or give them an informal entry exam if you are unsure of their qualifications. If the math placement test would provide placement into your course, the student must have used up all of their attempts before seeking your override.
- Enrollment overrides (yellow form) are issued when the class is listed as full, but the instructor decides to add students and those additional students will not increase the course to beyond the fire-code restrictions. As with prerequisite overrides, enrollment overrides are given at the instructor's discretion. Before issuing the override, first consider that the maximum enrollment is set for a reason (see "The class I'm teaching is full" section for some possible reasons).

Once the form is complete, the students return the signed form to the math department office.

What is the instructor permission flag and when can I put it onto my course?

Instructor permission is generally applied to a course in situations where enrollment is restricted for reasons not related to course prerequisites and for which another flag does not already exist. Examples of acceptable rationale for applying instructor permission to a course include requiring students who register after the first day of class to contact the instructor to see what they missed or to manually maintain a wait list for students seeking to enroll in a full class.

The instructor permission flag is not intended as a means to add additional course prerequisites to a class, nor to artificially reduce enrollment in a course by discouraging students from registering for it.

If you wish to add an instructor permission flag to a course, contact the department head or assistant department head with the rationale for doing so.

What are registration requirements?

By Monday of Week 2, all students in your class should be on the DuckWeb classlist. If they are not, they should not be attending the class. The Registrar's Office (541-346-2935) can help them resolve registration problems.

Students occasionally want to take classes where there is overlap in the lecture times. University rules forbid this and the registrar will prevent this from taking place even if the instructors give permission to the student for the relevant absences.

What is the best way to effectively communicate with my students?

The best way to communicate with your students is electronically through their designated email account. This can be accomplished individually, or all at once through the Canvas interface. Posting announcements on Canvas is a quick way to get the attention of all students. Whatever your preferred method is, be sure to mention it on the syllabus so students are aware of your preferences and can adapt to your methods.

If you communicate with multiple students at once by email, use the BCC option to ensure that no students with restricted information have their enrollment status in your course disclosed to others (Canvas does this automatically).

Note that all students and faculty (during contract period, which is September 16 to June 15 for nine-month employees) are required by the university to check email "on a regular and consistent basis". For the math department, this means that any email correspondence from office staff or supervisors during your contract period that requires action on your part should be responded to within at most one business day. A "response" should consist of, at the least, an acknowledgment of receipt of the email and some indication of when it can be expected that you will address the underlying request. If you will not be available during your contract period, the graduate coordinator (if you are a GE) and your supervisor need to know this fact ahead of time, along with when you will again be available.

This expectation for a timely response should be extended to your students as well. They have the right to receive correspondence from their instructors, even if this is to ask to meet in person. If the situation warrants it, refer the student to the assistant head.

Will Canvas always be set up for me?

Canvas sites for all courses you are teaching will be set up automatically and the default is to make the course unpublished (i.e. unavailable for students to view). Individual web sites can be set up and maintained by the instructor on the uoregon.edu servers. However, all FERPA guidelines and requirements must still hold for these personal websites – if grades are shown to students, there must be password authentication to make sure only the appropriate student can see the grade – or a coded data form with random codes assigned to students.

To "publish" your Canvas course, sign in at canvas.uoregon.edu (the user name is your email address without the "@uoregon.edu" and the password is your email password), and then select on the appropriate course from the Courses drop-down menu at the top. Then, in the top right corner select the "Publish" button under Course Status. More in-depth Canvas assistance is

available if interested. Contact the assistant head for math course-specific assistance or the UO's trouble ticketing system at https://oregon.qualtrics.com/jfe/form/SV_da3r71B9dWWuVG5 for technical assistance.

How do I get my name removed from a Canvas course that I'm not the instructor of?

Instructor assignments are regularly shuffled prior to a term as preferences and availabilities change. Unfortunately, once a Canvas course has been created with a listed instructor, the department has no ability to remove the Canvas instructor (even after you no longer show up on classes.uoregon.edu).

You must contact LMS-support@ithelp.uoregon.edu to tell them you are no longer the instructor of record and ask them to remove your name from the Canvas section.

How strictly are the prerequisites for my class enforced?

The UO allows departments to check prerequisites and as of AY18-19, the math department enforces all of them. However, even when students have met the prerequisite, there is no time limit on when those prerequisites were met, so students may have completed a pre-requisite weeks, months, or as has happened, decades prior. Your syllabus can have a list of expectations about prior knowledge and the concepts expected to be well known (although these should not fall substantively outside of the course's posted prerequisites). It is also reasonable to give a 'readiness quiz' during the first week of classes to help students revive their previous knowledge (or make them realize the appropriate knowledge is not forthcoming). If applicable, contact your course coordinator to see if a standard readiness quiz or other first-week activities exist.

A student enrolled in a prerequisite to my class at another school wants to register for my section. Do I let them in?

In general, overriding prerequisite holds are at instructor discretion when the student has not met the requirements. In the case where a student is enrolled in a prerequisite course at another school, advisers sometimes ask (assuming the student agrees) for an email from the student's current instructor indicating that the student is likely to pass the prerequisite course. One should exercise caution when overriding prerequisite holds: if the student does not pass the prerequisite course at the other school, the override will still allow them to register for and stay in the subsequent course.

Curriculum

Is there a master syllabus for my course?

If your course is a multi-section class (i.e. 101, 105/6/7, 111/2, 211/2/3, 231/2, 241/2/3, 251/2/3, 281/2, 307, 315, or 341/2), then a master syllabus should be available. Coordinators in these courses are designated each year to provide master syllabi for the department. Master syllabi, available at <http://pages.uoregon.edu/math/syllabi/>, contain at least the required topics for the course, but also may include advice on specific topics of difficulty to the students, curricula to accentuate or de-accentuate, and any topics considered optional.

These syllabi are often written for instructor use, rather than as a template to give to one's students. The distinction is important as a student syllabus often has more detail than an instructor syllabus, containing such elements as those listed below.

What should I include on my syllabus?

Required elements: a grading scheme (either point totals or percentages), accommodations for students with disabilities, instructor office hours and office location, instructor contact information (phone number, email address, and a preferred means of contact), cheating policy, dates of any exams other than the final exam, policy on final exam grades (if any policy exists other than the grading scheme), textbook for the course whether required or recommended, course pre-requisites, and classroom location/times.

Recommended elements: a description of the how to use any appropriate online homework submission; a tentative schedule for the term's content (with due dates on assignments, if appropriate); course goals in language that a student who hasn't yet taken the course might understand, extra credit opportunities; your calculator policy and a recommendation for the types of allowed calculators (if calculators are allowed); expectations of student conduct; study suggestions; registrar add/drop deadlines; and your policy on attendance.

How much work can I expect my students to do each week?

The official rule according to the UO Committee on Courses is three hours of work per week for each credit hour. Thus, for a four-credit course, students would typically be attending four hours of class and doing eight hours of work outside of class each week. This is a term-long average, so some weeks might be less work to compensate for exam weeks, in which a student commits more than eight hours, for example.

It is important to note that *these class expectations are for students who meet the prerequisites*. A student who fails to meet the prerequisites can expect to do more work beyond the normal eight hours in order to make up for the deficiency in prior knowledge.

Who are course coordinators and what is their role in the class I'm teaching?

Course coordinators ensure that multi-section courses (Math 101, 105, 111, etc.) are consistent in pace, testing/grading standards, and content. It is at the instructor's discretion to determine the manner in which the material is presented. However, the content on a department syllabus is expected to be covered and student knowledge of that content tested. Instructors should not introduce extra content if it requires substantial student work. If you have an objection to content covered, you should bring this up with the coordinator before changing the design of your course. If you are dissatisfied with the coordinator's response, you should take the concern to either the assistant head or the department head.

Course coordinators should be a primary resource for information about students in, or content of, the course, including providing advice and sample lecture guides, quizzes, exams, or worksheets where appropriate. The course coordinator can provide you with an idea of the main objectives for a course. Even if you've taught a similar course at a different school, it is best to contact the coordinator to make sure that there is no difference in expectations.

For a list of current course coordinators, contact the assistant head or undergraduate coordinator.

Can I get an extra copy of a textbook for the class I'm teaching?

Generally the undergraduate coordinator is only able to obtain from the publisher enough desk copies to provide each instructor and paper marker with one physical text. If additional copies are available, they'd be provided on a first-come, first-served basis. Additionally, digital copies of virtually all texts are available for free to instructors on vitalsource.com, a site that coordinates with publishers to provide etexts. Once the site is able to verify your status as an instructor, you should be able to access texts digitally.

What are the expectations with regard to student-athletes?

Students with NCAA scholarships have support through Services for Student Athletes to have quizzes or exams proctored by official academic representatives while these students are away at UO-sanctioned events. These athletes should contact you in the first week of the term with their anticipated dates of absence. If they do not automatically provide contact information for their academic adviser, ask their adviser to contact you to establish a routine for dealing with the student-athlete's accommodations. For situations in which students do not receive an unfair advantage (e.g. days of extra study time), we must provide the ability for these students to make up the work. In general, this means allowing the quiz or exam to be taken at roughly the same time as the rest of your students, proctored by the academic adviser while the student is away.

Students who are members of club sports have no official support through the university. You may provide accommodations for them at your discretion, but are not under any obligation to treat them differently than a student asking for an exception for another personal reason.

What are the expectations with regard to students with disabilities?

There are developed policies regarding students with *documented* disabilities at the University of Oregon. These policies are available at <http://aec.uoregon.edu/faculty/procedures.html#responsibilities>. It is important that you remain open to providing accommodations for students with documented disabilities.

If a student is not documented with the Accessible Education Center, but claims to have a disability, refer them to AEC for testing. Keep in mind that it generally takes weeks for a student who has not been tested to do so and receive official accommodations, so students should not undertake this during a term in which they want to receive accommodation. You are not obligated to provide accommodations for undocumented students, but may do so at your discretion and where it does not constitute an unfair advantage over other students.

How is homework collected for my course?

The method of homework collection and grading is different depending on the course you are teaching. The following should cover most courses, although it is subject to change:

- Math 101 homework is collected through ALeKS (online homework submission software which comes bundled with a student's new McGraw-Hill textbook). Instructors may also opt to have a paper marker grade hand-written assignments.

- Math 105, 106, and 107 homework is collected and graded by undergraduate teaching assistants. Instructors may opt for additional online homework collection in the form of WebAssign (for Johnson-Mowry) or WeBWorK, but considering that both are used infrequently, there will be some “start-up cost” associated with these online strategies.
- Math 111 and 112 homework is collected through WeBWorK (free online homework submission software). Half-time paper markers (2 hours per week) are available for these courses.
- Math 241, 242, 243, 251, and 252 homework may be collected through a combination of WeBWorK and paper markers at the discretion of the instructor.

For other courses, homework can be collected either solely by a paper marker, or by a combination of WeBWorK and a paper marker.

Instructors using WeBWorK or some other online collection mechanism will not need to supervise an undergraduate paper marker, but will need to plan some time each day to answer homework questions online.

What can I expect of paper markers?

A full-time paper marker is paid to grade four hours per week, although for courses that have full homework set available in WeBWorK, a half-time paper marker may be provided. Please be respectful of their time and do not assign more than this amount of work.

Each instructor should work with their paper marker to complete a Paper Marking Agreement form (copies are available from the undergraduate coordinator) at the beginning of each term. Among other things, the paper marking agreement form will establish which problems the paper marker is to grade, how a grading rubric for these problems will be provided, and a regular schedule for drop-off and pick-up of assignments, including the location. Paper markers cannot grade quizzes or exams, only homework.

If you are dissatisfied with your paper marker, first address the issue with the marker in a respectful and clear manner. Be as specific as possible in identifying where the expectations have fallen through and what the marker should do instead, clearly referencing the paper marking agreement if applicable. If, after this intervention, the problems persist, contact the undergraduate coordinator.

What can I expect of an undergraduate teaching assistant (UGTA)?

Undergraduate teaching assistants in Math 105/6/7 typically are responsible for a one-hour discussion section each week in which homework problems may be discussed, worksheets given, and/or assessments taken. UGTAs should not be grading assessments like midterm or final exams, and should be provided with rubrics for any grading of quizzes, in order to ensure consistency across discussion sections. They may also be responsible for grading hand-written homework.

Generally, UGTAs do not count as “university employees” for the purpose of FERPA, and as such cannot be added as graders in Canvas without students explicitly signing a FERPA waiver allowing their teaching assistant to view their standing in the course.

What can I expect of a GE teaching assistant (and vice versa)?

According to the mathematics GE General Duties and Responsibilities Statement, GE teaching assistants should expect the following: hold 4 hours of discussion per week, spend 6-8 hours per week in preparation (a combination of “prepare discussion sections” and “may construct quizzes”), hold a combined total of 4 hours of office time and organized help sessions, and spend 3-4 hours per week grading quizzes and exams, supervising assigned paper markers and proctoring midterm and final exams. If your course is using WeBWorK instead of paper markers, GEs will

need no time supervising paper markers, and can hold 3 office hours per week rather than 4, but will also need to spend a few minutes every day fielding WeBWorK questions. This can be expected to be 2-3 hours per week total.

Give clear instructions on expectations for policies on exceptions (late homework, sick for a quiz, etc.) so that there is consistency between the instructor and all assistants. It should also be made clear who is responsible for managing any paper markers assigned to the course. The grading of quizzes is generally done by GE assistants, while grading of exams is often shared among instructor and GEs.

What can I expect of a GE grader for my advanced course (and vice versa)?

Graduate students providing grading assistance for 400/500-level courses have a dual role: roughly half of their 19.5 hours per week is dedicated to grading for the course, and the other half is responsible for providing assistance to an instructor teaching one of several math major courses (typically these are one of: 261, 316, 317, 347, 348, 391, 392). Details of each assignment are sent prior to the beginning of each quarter.

Graduate students providing grading assistance for 600-level courses are exclusively graders for their full FTE. However, due to the lack of student contact time, these GEs will likely need to fill out timesheets as hourly employees.

At a minimum, clear expectations should be provided by the instructor for the grading as to when assignments will be provided and returned (generally at most a one-week turn-around) and whether or not a grading rubric will be provided. For the course assisting role in the 300-level math major course, the GE will be responsible for holding a certain number of office hours, but not for grading coursework.

Miscellaneous

What is the expected time frame for communication with office staff, my students, supervisors and advisers?

According to UO policy, “employees and students are expected to review messages received through their UO e-mail account on a frequent and consistent basis”. The math department’s interpretation of this is that if you receive a request from one of these parties while on contract, you should respond within one business day. Even if you do not have a complete answer, at the very least send a response indicating that you received the request and that you are working on it.

Consistent failure to respond in a timely fashion can dramatically affect one’s performance as an instructor and have a deleterious effect on the department’s efficiency of operation.

In addition, if you are using WeBWork or some other online homework system, you need to budget a little time every workday to answer homework-related email.

In the event of an emergency, who should I contact?

If the situation is a police, fire, or medical emergency dial 911. For other emergencies dial UOPD at 6-2919 from a UO phone or 346-2919 from a public phone.

What is the department policy on keys and building access?

Faculty and GEs are assigned keys to their offices and occasionally to other rooms they will need access to. The graduate coordinator will order your key(s) and prepare the required key slip. You will take the key slip to the Key Office in the ground floor of the EMU to obtain your key(s). If you need access to a locked room, you may borrow the departmental keys from the math office. Please return them as promptly as possible.

At the point you are no longer an employee, you should return keys to the math office in as expedient a manner as is feasible. Individuals having inappropriate access creates risk to safety and privacy.

Card access to Deady and Fenton afterhours can be set up by the graduate coordinator. Please bring your UO ID card to the math office to arrange this if you do not already have afterhours access. Note that this access will automatically expire if you do not use it at least once within a six-month period.

Many doors in Deady and Fenton have keypads which are locked during some or all hours of the day. See the graduate coordinator or department manager if you do not know your code or your code does not work.

Where can I get more paper, letterhead, pens, or other office supplies?

Most office supplies are located inside the math department office in Fenton Hall. You can ask one of the office staff to show you where to find these supplies. If you notice that the copy room in the Deady mezzanine is low on any supplies, it is helpful for you to notify the office staff.

How do I use copiers, what are common copier issues, and where are they located?

The department has 2 copiers – one in 110M Deady (on the mezzanine floor), and one in the main math office in Fenton Hall. The Deady copier can be accessed at any time using your keypad code, while the Fenton copier is only available during office hours. Both require a password which is usually the last 4 digits of your UO ID number (the one starting with 95). Copiers have the ability to not just copy, but to also print or scan documents, convert to a PDF, and then email them to a

specific address or save the file locally. This is often advisable as a way to save copies and paper; the PDF image can then be uploaded to a website or Canvas for all students to see.

Pay close attention to the directions for loading paper as not following the directions can cause major problems for all users. If you are unsure of something, please ask someone in the office so as to avoid damaging the equipment.

If the copier near you is broken, please contact someone in the office immediately so they can call for service. Further, please put a note on the copier with the issue letting everyone know that there is a problem and you have already notified the staff. Should a copier go down, use the copier in the other location to finish your tasks. Because equipment problems are not uncommon, and are more frequent during times of high volume copying (e.g. final exams), the office staff advises that you begin your copy job well in advance of when it is needed

How do I review my student evaluations?

At the end of each term, students complete online evaluations. Instructors can see them by logging into DuckWEB and choosing “Course Evaluations” on the main menu. From there, click on the course evaluation link at the bottom of the page. Remember, there is a delay after the term from when grades are entered until you can see the evaluations. Generally, course evaluations are visible at noon on the Friday of the week that grades are due (i.e. week “twelve”).

Once entered, you can click on and see the summary data or the individual evaluations. You can also click on the “course search” or “summary reports”, which is what students will have access to. This may be helpful to see summary evaluations for the department, for the course in general, or to see how your evaluations change over time.

What are the main phone issues?

As with most business phones, you must dial 9 to get an outside line. If you are calling an off-campus number, you must include the area code. On campus, dial just the last 5 digits. For example, to call the math office, instead of dialing 9-541-346-4705; just dial 6-4705. This is true for all on-campus numbers.

To access your voice mail, dial 6-1111. You’ll need to enter your office extension (for example, 6-4705). Then you’ll need to enter your password. Contact someone in the office if you need the password to be reset. Whenever the red light is blinking on your phone, you have a voicemail. Please check your voicemails and respond to them.

NOTE: Unplugging your phone will not prevent calls from going to voicemail. Do NOT unplug your phone.

Who are the important people to know?

Here are the administrative and faculty staff contacts. For classroom doors that need to be unlocked, call Facilities from 7:30am to 4:30pm. Outside of those times, call the University Police Department (non-emergency) (UOPD). For building doors that need to be unlocked or locked, call UOPD. Issues with the document camera, wireless microphone, projectors, or other multimedia functions should be sent to media services. All extensions are preceded with “541-346”.

4705 Math office	0992 Jen Maguire (account and travel coordinator)
0938 Mary Brown (undergraduate coordinator)	2388 CASIT
0988 Jessica Simoes (graduate coordinator)	2919 UOPD
0991 Michael Price (assistant head)	2319 Facilities
8861 Sherilyn Schwartz (department manager)	2316 Custodial Services
0989 Elise Landry (fiscal coordinator)	

0987 Department Fax
4728 Hayden Harker (head adviser)

1111 Voice Mail
3091 Media Services