

## **NTTF Evaluation and Promotion Policy Department of Mathematics**

This policy applies to all represented faculty and is intended to comply with all provisions of Article 19 of the CBA. To the extent there are any discrepancies or inconsistencies, CBA Article 19 controls for represented faculty.

This policy also applies to all unrepresented faculty, except where terms of a university-wide policy exists that contradict the terms of this policy.

### **A. Adjunct NTTF**

Adjunct NTTF faculty members are evaluated by way of the end-of-term teaching evaluations. While not required, adjunct faculty may request peer evaluation of teaching. There are no promotion opportunities for those appointed as adjunct NTTF.

### **B. Career NTTF**

#### **Policy and Procedures:**

Criteria for evaluation and promotion, specified below, will be made available for review upon request. If changes in criteria or procedure occur during the course of employment, an NTTF member may elect between the current criteria and those in effect during the six years prior to the initiation of a given review or promotion process. External reviews will not be required in the review and promotion process.

#### **Evaluation Criteria:**

Career NTTF will be evaluated on the quality of their teaching and on their service/professional development/scholarship in proportion to the FTE afforded to those aspects in their job description, consistent with the department's professional responsibilities policy. It is expected that career NTTFs exhibit skill and professionalism in producing clear and informative syllabi, in lecturing, in communicating with students both inside and outside of class, and in evaluation of students.

The department expects career NTTF to meet department standards in terms of the academic level of instruction and evaluation, and in terms of grade distributions that are consistent with departmental grading standards, available online at <http://math.uoregon.edu/wp-content/uploads/2014/12/MathGradingStandards-1tli4lj.pdf> and provided in this policy as Appendix 1.

Specific standards and practices in the department are outlined in the department's instructor policy manual, available online at <http://math.uoregon.edu/wp-content/uploads/2015/09/Instructor-Policy-Manual-2015-2016.pdf> and provided in this policy as Appendix 2.

Career NTTF who have responsibilities beyond teaching will be evaluated on these other responsibilities as well, as delineated in their particular job descriptions.

## **Evaluation Process:**

Career NTTF will be reviewed in each contract period prior to consideration for renewal or every 3 years, whichever one is sooner. If a career NTTF member has multiple contracts in a year, only review per fiscal academic year is required. The review considers performance since the previous review.

If a career NTTF member has a promotion review, they does not need to also have a contract renewal review during the same period. However the contract renewal decision must be made independently of the promotion decision.

Career NTTF members will undergo at least one peer review of teaching per contract period. The department's Teaching Effectiveness Committee will do a peer evaluation of at least one class, by March 15st. The time frame for this review will be established through discussion with the NTTF member; at least one week of advance notice will be provided. Career NTTF members under review can discuss efforts and performance with the department head, the associate head, or the assistant department head, and they can submit a personal statement with information relevant to their performance before March 15th. Career NTTF will be evaluated only by the approved criteria that are made available to the faculty member.

The department head will consult student evaluations, peer evaluations, grade distributions relative to the rest of the department, as well as any personal statement that the NTTF member under review chooses to submit. Any contributions to enhanced teaching through curriculum development, innovative teaching techniques, and/or course supervision will also be considered, and syllabi and final exams (or other evaluation material) for sample courses examined. The associate department head and assistant department head will be consulted in case any concerns have been raised with them.

In evaluating service, any formal or informal department, college, university or community / professional service should be considered.

For career NTTF who have responsibilities as delineated in their job descriptions that go beyond teaching, the department head will evaluate the performance of those responsibilities.

To the extent applicable, the evaluation of scholarship, research, and creative activity will include an assessment of work quality, impact on the field nationally and internationally, and overall contribution to the discipline or program.

In evaluating the performance of required professional development activities, the review will consider the availability of professional development funds, opportunities for professional development, and the Career NTTF faculty member's efforts to secure funding.

A written evaluation will be prepared by the department head by April 15. The faculty member will be given the opportunity to discuss the review, and will sign the review. The review is then placed in the faculty member's personnel file. As appropriate, the department head may delegate any part of the evaluation.

## **Criteria for promotion:**

Career NTTF will be evaluated on the quality of their teaching and on their service/professional development/scholarship in proportion to the FTE afforded to those aspects in their job description, consistent with the department's professional responsibilities policy. Criteria used to determine this quality will include peer evaluations, student evaluations, exams, grade distributions, contributions to curriculum development and successful innovative teaching techniques and course supervision and development. Although different instructors may have different roles in the department (some primarily teaching a very narrow range of courses, and others teaching a much wider range), in all cases true excellence in teaching is a prerequisite to promotion to Senior Instructor I.

Instructors who have duties beyond teaching will be evaluated on those duties as well. The department head will need to present an evaluation of the performance of those responsibilities. Once again, true excellence in performance is a prerequisite to promotion to Senior Instructor I.

Promotion to Senior Instructor II will be evaluated on the same ground and requires, in addition, demonstrated interests in advancing the department's teaching culture (through, for example, the design of new courses and enhancement of the department's curriculum); flexibility and versatility in teaching assigned courses; service to the department's student advising, peer tutoring, community internship, or other co-curricular initiatives; administrative responsibility. True excellence in performance is prerequisite to promotion to Senior Instructor II.

### **Promotion Process:**

Career NTTF will be eligible for promotion after accumulating six years of employment as a faculty member at or above 0.3 annualized per year, accrued at no greater than three terms per academic year for bargaining unit faculty on nine month contracts, and at four terms per year for bargaining unit faculty on 12-month contracts. The six years of employment do not have to be consecutive. Promotion is elective and not "up or out." An unsuccessful candidate for promotion may continue employment at the current rank as long as eligible to do so under the CBA and university policy. Unsuccessful candidates may also appeal as provided by Article 21 of the CBA (Tenure and Promotion Denial Appeal) or other university appeals processes which apply to faculty not covered by the CBA. NTTF who are denied promotion may reapply for promotion after having been employed by the university for an additional three years at an average of 0.3 FTE or greater, accrued at no greater than three terms per academic year. A candidate may withdraw an application for promotion in writing to the Provost and the dean at any time before the Provost's decision. Accelerated review may occur in particularly meritorious cases.

Career NTTF who will have completed five years of employment as a faculty member at or above 0.3 annualized FTE per year may initiate the promotion process in the Spring term of the fifth year if they have an expected appointment of 0.3 annualized FTE or greater for the sixth year.

Candidates wishing to be considered for promotion should notify the appropriate department or unit head in the Spring term prior to the year when promotion is sought. Required materials would be submitted according to the unit's review timeline in the year when promotion is sought.

1. A signed and dated **curriculum vita** that includes the faculty members current instructional work and other activities related to job performance.
2. A **Personal Statement** of 2-6 pages evaluating the candidate's own performance measured

against the department criteria for promotion, and explaining anything the candidate would like to explain about their teaching philosophy, what makes him or her a good teacher, how their teaching has changed over time, and anything else which will help a reader understand the instructor's approach to teaching. By University guidelines, the statement should also include discussion of contributions to institutional equity and inclusion; however, the math department's official position is that this part of the statement will play no role in any deliberations that take place within the math department.

3. A **Teaching Portfolio** that contains course material for two to three courses of varying types. This should include a syllabus, exams, and any other material prepared for the use of students or of any teaching assistants.
4. A **Service Portfolio**, when applicable, that contains evidence of service contributions to the department, college or university, profession, and the community. In some cases this may simply be part of the curriculum vita.

The department head will have a dossier containing items 1, 2 and 4 above, as well as peer evaluations of teaching from the candidate's personnel file and a summary of teaching evaluations prepared. There will also be a supplementary file containing item 3 above.

The department's Instructors Committee will examine these files, and then will meet to discuss the case and vote to recommend for or against promotion. The committee decides whether or not internal reviews (over and above supervisors' evaluations) can provide useful information in a given promotion case. The use of such reviewers and the process for their selection will be discussed with the candidate in advance of solicitation of reviewers. The Instructors Committee will prepare a brief report on the positive and negative aspects of the case, together with their final vote. This report will then be passed on to the department's Personnel Committee, who will in turn examine the files, meet to discuss the case, and then recommend for or against promotion. The Personnel Committee may choose to prepare a report to supplement that of the Instructors Committee, but this is not required. The results of the Personnel Committee vote will be recorded and given to the department head.

After the meeting of the Personnel Committee, if promotion is recommended the department head will prepare a report on the merits of the case that will include the report of the Instructors Committee as well as any report from the Personnel Committee, the recommendation and voting summary from the Personnel Committee, and the department head's independent recommendation and observations. This will be incorporated into the dossier previously prepared, and submitted to the Dean of CAS or designee. The process will continue in accordance with the CBA Article 19 for represented faculty or the relevant university policy for unrepresented faculty.

### **Promotion to senior instructor II:**

This process will be the same as that described in the previous section, except it will take effect when a career NTTF instructor has accumulated six years of employment as a faculty member at or above 0.3 annualized per year, accrued at no greater than three terms per academic year for bargaining unit faculty on nine month contracts, and at four terms per year for bargaining unit faculty on 12-month contracts after promotion to Senior Instructor I. The six years do not have to be consecutive.

## Appendix 1

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Mathematics Department  
Undergraduate Grading Standards  
November 2011

There are two important issues that this grading policy recognizes.

- (1) Mathematics is hierarchical. A student who is given a grade of C or higher in a course must have mastery of that material that allows the possibility of succeeding in courses for which that course is a prerequisite.
- (2) Some mathematics courses are primarily concerned with techniques and applications. In such courses student success is measured by the student's ability to model\*, successfully apply the relevant technique, and bring the calculation to a correct conclusion. The department's 100-level courses and most calculus courses are examples in this category although these are not the only examples.

Other courses are primarily concerned with theoretical structures and proof. In such courses student success is measured by the student's ability to apply the theorems and definitions in the subject, and to create proofs on his or her own using the models and ideas taught during the course.

Many courses are partly hybrids incorporating both techniques and applications, and some element of theory. Some lean more toward applications, others more toward theory.

**Rubric for applied courses:**

- A: Consistently chooses appropriate models, uses correct techniques, and carries calculations through to a correct answer. Able to estimate error when appropriate, and able to recognize conditions needed to apply models as appropriate.
- B: Usually chooses appropriate models and uses correct techniques, and makes few calculational errors. Able to estimate error when prompted, and able to recognize conditions needed to apply models when prompted.
- C: Makes calculations correctly or substantially correctly, but requires guidance on choosing models and technique. Able to estimate error when prompted and able to recognize conditions needed to apply models when prompted.
- D: Makes calculations correctly or substantially correctly, but unable to do modeling.
- F: Can neither choose appropriate models, or techniques, nor carry through calculations.

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\*Modeling, in mathematical education parlance, means the process of taking a problem which is not expressed mathematically and expressing it mathematically (typically as an equation or a set of equations). This is usually followed by solving the relevant equation or equations and interpreting the answer in terms of the original problem.

**Rubric for pure courses:**

- A: Correctly states important theorems and definitions. Applies the important theorems from the course. Constructs counterexamples when hypotheses are weakened. Constructs complete and coherent proofs using the definitions, ideas and theorems from the course. Applies ideas from the course to construct proofs that the student has not seen before.
- B: Correctly states important theorems and definitions. Applies the important theorems from the course. Constructs counterexamples when hypotheses are weakened. Constructs complete and coherent proofs using the definitions, ideas and theorems from the course.
- C: Correctly states important theorems and definitions. Applies the important theorems from the course when the application is direct. Constructs simple proofs using the definitions when there are very few steps between the definitions and the conclusions. Explains the most important counterexamples.
- D: Can do some single step proofs and explain some counterexamples.
- F: Unable to do even single step proofs or correctly use definitions.

Many courses combine pure and applied elements and the rubrics for those courses will have some combination of elements from the two rubrics above. Detailed interpretation of the rubrics depends on the content and level of the course and will be at the discretion of instructors.

Whether to award grades of A+ is at the discretion of the instructor. If an instructor chooses to award A+s, such a grade indicates that the student has consistently demonstrated a level of understanding above and beyond the normal requirements of the course.

Appendix 2

**UO Mathematics Instructor Policy Manual**  
**2015-2016**

# **UO Mathematics Instructor Policy Manual**

## **2015-2016**

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](mailto: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. The deadline for non-summer courses is the beginning of the 8<sup>th</sup> 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 8<sup>th</sup> 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 grade indicates the instructor has never seen the student and doesn't have any record of the student participating in the course in any way. If the student has completed any assignments or assessments, they are to be awarded their earned grade, not a Y grade. *It is difficult to undo this grade after the fact; don't use it unless you are sure it is appropriate.*  
There is one other instance in which a grade of Y is used temporarily: if a suspected incident of academic misconduct remains unresolved when grades are due. A grade of Y is eventually replaced by the student's grade after the misconduct case is resolved. See the section on academic misconduct for more information.
- **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 <sup>st</sup> week of the term	End of Monday (1 <sup>st</sup> day) of the term	End of Monday (1 <sup>st</sup> day) of the term
Drop (no W, partial refund)	End of Monday of 2 <sup>nd</sup> week of the term	End of week 1	End of Tuesday/Wednesday (2 <sup>nd</sup> /3 <sup>rd</sup> day) of the term
Add the course	End of Wednesday of 2 <sup>nd</sup> week of the term	End of Monday of week 2	End of Friday (5 <sup>th</sup> day) of the term
Change to or from Audit	End of 2 <sup>nd</sup> week of the term	End of Sunday of week 1	End of Thursday (4 <sup>th</sup> day) of the term
Change grading option or take “W” (0% refund)	End of 7 <sup>th</sup> week of the term	End of Tuesday of week 6 of the term	End of 3 <sup>rd</sup> week of the term

Final exams are scheduled by the Registrar’s Office and the schedule must be adhered to. For summer term courses weeks 1-4 or 9-12, the final exam will be held on the last day of the course. For summer term courses weeks 1-8 or 5-8, there is a final exam schedule which is held on the Thursday and Friday of the last week. For weeks 1 – 8 and 5 – 8 courses, it is important to remember that classes technically end on the Wednesday of week 8.

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

A policy that is worth implementing 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.

**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.

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 GTF, you also need Mike’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.

Note that given (2), 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.

Obtain either a paper copy of an incomplete contract from the undergraduate coordinator, or include in an email thread to Mary 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”) (or 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](http://registrar.uoregon.edu/current_students/grading_system)

Final exam schedules: [http://registrar.uoregon.edu/calendars/final\\_exam](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](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 courses 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 about grades, is done to 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](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 office manager 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 GTFs 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.symphlicity.com/public\\_report/](https://oregon-advocate.symphlicity.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 a grade of Y.*

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 subsequently 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.symphlicity.com/public\\_report/](https://oregon-advocate.symphlicity.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 GTF 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.

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 at the beginning of the term, *no* graded work 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.

Visit [http://registrar.uoregon.edu/calendars/final\\_exam](http://registrar.uoregon.edu/calendars/final_exam) for information about dead week and the early administration of final exams.

### **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](mailto:jbailey@uoregon.edu)) with the Accessible Education Center.

## **Scheduling**

### **How many office hours should I hold?**

Teaching GTFs hold four office hours each week. If you are 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 virtually every day fielding questions from WeBWorK.

Adjunct 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.

The times for your hours can vary, 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](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 graduate 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 undergraduate coordinator 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. Under normal circumstances, 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.

**How does sick leave work?**

Sick leave only accrues for instructors with FTE of at least 0.50 (and thus it never accrues for GTFs). 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 undergraduate coordinator at the beginning of the subsequent month.

**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 under UO’s conflict of interest policy.

GTFs 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 graduate 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 graduate coordinator.

There are downsides to setting these up, including foregoing manual prerequisite or enrollment overrides.

In lieu of official waitlists, instructors may create their own. 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 graduate coordinator or assistant head before signing in more students than their course is limited to. Similarly, avoid making promises to students about making space in the class until you know what restrictions are imposed on class size.

Instructors should sign students into the course in such a way to avoid any notion of favoritism.

### **How do I deal with overrides?**

Students can pick up the override form (the purple one) from the math department, fill it out, and bring it to the instructor for a signature. The instructor must choose between "pre-requisite override" and "enrollment override." Alternatively, students can email their instructors with override requests. If approved, the instructor can forward the thread to the undergraduate or graduate coordinator to process the override. Email requests for overrides must include all the information required by the override form: student name, ID, phone, and email; course name and CRN, discussion CRN (if necessary), and type of override.

- The pre-requisite override allows students who do not have the official pre-requisite to sign into 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 in your class. You may discuss the student's background with him/her or give them an informal entry exam if you are unsure of their qualifications.
- Enrollment overrides 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 requirements. 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 and that success rates for a larger class are often lower.
- You may elect to have either the graduate coordinator or undergraduate coordinator place a wait list on your course. This lets students who attempt to enroll first be first in line for an available spot in your course, but also means that you cannot process enrollment overrides for your course. For more information, contact the office staff.

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

### **What are registration requirements?**

By Thursday 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 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](https://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 [blackboard@ithelp.uoregon.edu](mailto:blackboard@ithelp.uoregon.edu) for technical assistance.

### **How strictly are the prerequisites for my class enforced?**

The UO allows departments to check pre-requisites and the math department has decided to enforce the following prerequisites:

Math 95 (or SAT/placement score) for 105, 106, 107, 211 and 243 Math 111

(or SAT/placement score) for 241

Math 241 for 242

Math 251 for 252 and

Math 252 for 253

For other courses you may have students who have not met the prerequisites. 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. It is also common 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). Contact your course coordinator to see if a standard readiness quiz exists.

**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. 70, 95, 10x, 11x, 21x, 23x, 24x, 25x, 28x, 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.*

This point is less relevant in a course for which prerequisites are enforced, but in 111, 112, and 251 in particular this issue comes to the fore. 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 95, 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.

In courses with a common final (at this moment Math 251 is the only such course) the course coordinator writes or coordinates writing the common final.

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

### **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 70 and 95 homework is collected through Connect (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. Some instructors opt to use WebWork, although the development for this is not as thorough as other courses.
- 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 243 homework is 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?**

For each course, a full-time paper marker is paid to grade four hours per week. Please be respectful of their time and do not assign more than this amount of work. Paper markers cannot grade quizzes or exams, only homework. The instructor should clearly identify which problems the paper marker is to grade, and provide a grading rubric for these problems whenever possible.

Establish a regular schedule for drop-off and pick-up of assignments, including the location.

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. If after this intervention the problems persist, contact the undergraduate coordinator and, if a satisfactory resolution cannot be met, then the assistant head.

### **What can I expect of a GTF teaching assistant (and vice versa)?**

According to the mathematics GTF General Duties and Responsibilities Statement, GTF 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, GTFs 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 GTF assistants, while grading of exams is often shared among instructor and GTFs.

## **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, 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?**

Faculty are assigned keys based on classrooms and offices they will need access to. Keys are ordered by the department but picked up at the Department of Parking and Transportation. Each individual office key requires a \$10 deposit to be paid to DPT when the keys are picked up.

Contact the graduate coordinator when the paperwork for your key(s) is ready to be signed and taken to DPT. If you are in Deady, your office key will give you access to the copy room on the Deady mezzanine. You may also be issued a classroom key which will be different than your office door, exterior doors, and the math library door. Classroom keys are generally not assigned to instructors. 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 Parking and Transportation in as expedient a manner as is feasible. Individuals having inappropriate access creates risk to safety and privacy.

### **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 with an appropriate office key, while the Fenton copier is only available during office hours. Both require a password which is usually the last 4 of the 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.

Directions for using copiers are posted above the copiers. Pay close attention to the information 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 you did call for service. Should a copier go down, use the copier in the other location to finish your tasks. The office staff advises that you begin your copy job well in advance of when it is needed, as unavoidable delays due to equipment malfunction do occur.

### **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. It may be that no evaluations are listed because the deadline has not passed.

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. If you are calling a long distance number (even with a 541 area code), then you’ll need a long distance code. Dial 9, then 1, then the number, wait for the beeps, then enter the long distance code. Long distance calling should only be done as it relates to your employment; no long distance personal calls are permitted.

On campus, dial just the last 5 digits. So for the math office, instead of 9, then 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.

### **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

0938 Mary Brown (undergraduate coordinator) 0988 Jessica Simoes (graduate coordinator) 0991 Michael Price (assistant head)

0989 Sherilyn Schwartz (office manager)

2919 UOPD  
2319 Facilities  
2316 Custodial Services  
0987 Department Fax  
4728 Hayden Harker (head adviser) 1111 Voice Mail  
3091 Media Services