UNIVERSITY OF OREGON

Office of the Provost

Dear colleagues,

Welcome back for the winter 2024 term. This message will provide you with reminders of required academic policies and offer you resources and opportunities to help you prepare your course and syllabus.

We appreciate you reading this email in its entirety. We will continue to communicate about academic opportunities and news through our Faculty Success newsletters.

RESOURCES

Each term, the Teaching Engagement Program (TEP) and UO Online provide Term Resources that are meant to help you prepare and launch new classes. You'll find a 'Syllabus Starter' that incorporates all UO-required policies as well as many sample course policies. We also highlight key fall term dates.

You'll find timely support on using generative AI, enacting the Accessible Education Center (AEC) accommodations, implementing "reason neutral" course policies, and considering academic continuity. All instructors are urged to include a course policy on your syllabus that communicates whether students can use generative AI tools in elements of their learning process or work product.

WORKSHOPS AND TRAINING

Making the Most of Unit Policy Updates Related to Teaching
Tuesday, Jan. 9, noon to 1:30 p.m. in the Gerlinger Alumni Lounge
Unit heads and their designees should register to attend a luncheon and discuss the unit policy update process as an opportunity to incorporate your unit's teaching aspirations and values into the fiber of faculty review. Hosted by the Inclusive Teaching Task Force

Pizza and Pedagogy
Tuesday, Jan. 23, noon to 1:30 p.m. in 107 Miller Room EMU
Register to join UO Online for a slice of pizza and a conversation about elevating student engagement in online classes. Come prepared to share your successes with your colleagues, as well as the challenges you're currently facing. This informal session offers an opportunity to celebrate what's working and to workshop new strategies you'd like to try.

Preparing a Williams Instructional Proposal or Fellows Nomination
Tuesday, Jan. 30, 2:00 to 3:30 p.m. on Zoom
Instructional Proposal Support: 2:00 p.m., Fellowship Nomination Support: 2:50 p.m.
The Williams Council funds instructional grant proposals and bestows prestigious Williams fellowships through an annual process. Register to attend this session that will help you prepare a proposal or nomination. We'll walk through the council's processes, selection criteria, and the types of teaching work the council has awarded in the past. Faculty participants will have a chance to ask questions and get feedback on nascent ideas.

Science Teaching Journal Club: Alternative Grading Systems
Thursdays, 9:00 to 9:50 a.m. in LISB 217 or Zoom

This term, we will explore various alternative grading systems by reading *Grading for Growth: A Guide to Alternative Grading Practices that Promote Authentic Learning and Student Engagement in Higher Education*, by David Clark and Robert Talbert, as well as a few chapters from *Ungrading: Why Rating Students Undermines Learning (and What to Do Instead)*, edited by Susan D. Blum.

Neurodivergent Instructors and Staff Affinity Group Meetings

First Tuesday of each month, 10:00 to 11:00 a.m. on Zoom

This affinity group is a space for neurodivergent instructors and staff (and those who hold identities within the umbrella of neurodivergence, such as autism, ADHD, dyslexia, bipolar, etc.) to connect in ways that feel positive, and to share resources, strategies, questions, and scholarship around things that matter to you.

Designing for Accessibility: Coffee and Co-working

Third Tuesday of each month, noon to 1:00 p.m. in 401 Straub or Zoom

Join us if you want a space to build accessibility-related community, think with others, use the accountability of a shared hour, or get linked to resources.

POLICIES *for undergraduate programs*

The following policies apply to undergraduate courses and instructors of record who are responsible for ensuring they are followed. See the Office of the Provost library of academic policies for other relevant policies and guidance.

Canvas: A published Canvas site is required by the first day of class. Ideally, the Canvas site would be published at least a few days before classes start.

Syllabus: A syllabus must be available to students on Canvas by the first day of class. Ideally, the syllabus would be available at least a few days before classes start. The syllabus must, at a minimum, contain the information listed in the Syllabus Requirement policy

Course Attendance and Engagement Policy: This policy outlines the parameters for course attendance and engagement policies to address “common student absences or late work over the course of a term”. Note that it essentially creates a “no excuse” policy meaning that there is no recognition in our policy for “excused” or “unexcused” absences for common student absences or late work. It also outlines the only circumstances under which reasons or documentation are required of students. Finally, the policy treats emergency or extraordinary circumstances as outside a course’s regular attendance policy. See interpretation and guidance for ways to incorporate these elements into your policy.

Student Progress: Instructors of record are to provide up-to-date student progress information on Canvas, such as grades recorded on Canvas for assignments, quizzes, etc., by at least two points in the term:

- By the end of week 6
- Prior to the final exam

This should be done in all courses where progress is not communicated individually to students through other means. We expect that most courses would fall into that category and thus the easiest method to do this will be to record grades in Canvas.

POLICIES *for undergraduate and graduate programs*

The following policies apply to all undergraduate and graduate courses and instructors of record who are responsible for ensuring they are followed.

Changes to UO Student Conduct Code for Academic Misconduct: Updates to the Student Conduct Code now require all suspected academic misconduct cases that include a grade penalty be handled by the Office of Student Conduct and Community Standards (SCCS). Instructors should not impose a grade penalty without a finding from that office. If you have to submit a final grade before a finding is made, you should use the grade the student would receive if there were no finding of academic misconduct.

If you have a question or want to discuss something that's happening in your class, SCCS prioritizes questions from instructors: conduct@uoregon.edu or 541-346-1140. Use SCCS's Reporting Academic Misconduct Form to submit information and documentation about the alleged incident within five business days of discovery.

FERPA-compliant Applications: Only university-approved, FERPA compliant applications should be used for course activity that include non-directory student information. These include Canvas, UO email, and UO Microsoft 365 tools such as Teams, Outlook, SharePoint, UO Zoom. For a complete list, visit the UO Service Portal.

Course Modality and Delivery: Courses should be delivered as scheduled unless otherwise approved. For instance, instructors of record (IORs) or lab/discussion leaders shall not switch an in-person course to remote instruction without approval. Any changes to modality or location of a course from what is on the course schedule must be approved by the dean through the department head. Shifting a course to synchronous online requires additional approval by the Office of the Provost. Requests for changes to synchronous online should be sent from the dean to Ron Bramhall in the provost's office.

Accessible Education Center Accommodations: Instructors are required by federal law to make reasonable accommodations to students as determined by the Accessible Education Center (AEC) and communicated by the AEC in notification letters to instructors. Notification letters are initiated by each student for selected classes through the AEC's online portal and emailed from the AEC. If a student requests an accommodation but does not have a notification letter, refer them to the AEC.

Absences related to an approved accommodation should not count in a course attendance policy. Instructors should not determine on their own whether to grant these accommodations – the AEC has the final decision-making authority on accommodations. If instructors have concerns about an accommodation, or believe an accommodation is unreasonable, they should contact the AEC.

Religious Observance Accomodations: The University of Oregon is committed to compliance with all applicable state and federal laws, and regulations relating to religious accommodations of its community members, and respects the right of all students and employees to observe their religious holidays. The religious accommodation policy says that the "the university will make reasonable accommodations for students who are unable to attend a class due to a religious observance."

Students are responsible for completing a request for such accommodation by end of the second week of term by using the form on the registrars' calendar webpage. These absences should not count in a course attendance policy. For instance, if a course policy allows three absences before a grade penalty and a student misses two due to religious observance, they still have three allowable absences.

Instructors can use the Religious Observances Calendar to identify events, classes, exams, or UO activities that may intersect with religious observances. Instructors should not determine on their own that a religious observance request is unreasonable. They should contact Ron Bramhall in the provost's office for guidance if they feel a request is unreasonable.

Student Attendance and University-sponsored Events: Student participants (student-athletes, cheerleaders, band members, students attending academic events, etc.) in university-sponsored

events may miss class during the term. This is particularly true in terms when certain sports are in season. Because they are missing class for university-sponsored activities, faculty are strongly encouraged to make pedagogically sound and justifiable accommodations that will enable the students to be successful in the classroom. However, this request has limits and conditions:

Students are to share with instructors at the beginning of every term a letter that reports what events they are participating in and when they will be absent from class. This letter must be from a from a university employee who is overseeing the event. It is the student's responsibility to share this letter with their instructors and to discuss attendance conflicts in time to arrange for appropriate accommodations

In classes with substantial class participation, project or lab work, appropriate accommodations may not be possible. In those instances, the student should be informed that the course is not a good fit in a term with significant projected absences. Under no circumstances should the instructor offer an accommodation that is pedagogically unsound or that would be unavailable to other students. It is especially important that student-athletes in NCAA-governed sports are not provided academic extra benefits per the Academic Extra Benefits for Student-athletes policy.

Incomplete Policy: Completely revised by the University Senate in Spring of 2022. The policy defines when an incomplete is appropriate and the process for students and instructors to request an incomplete and for completing the required incomplete contract.

Dead Week: Faculty legislation controls assignments that may be required during the last week of regular classes, commonly known as Dead Week. Make sure your syllabus clearly specifies any project that will be due during Dead Week.

In the week preceding final examinations during fall, winter, and spring terms:
No examination worth more than 20% of the final grade will be given, with the exception of make-up examinations.

- No final examinations will be given under any guise.
- No projects will be due unless they have been clearly specified on the class syllabus within the first two weeks of the term.
- Take-home examinations will be due no earlier than the day of the formally assigned final examination for the class in question.

Final Exams: Final examinations must be given during the scheduled final examination period. Faculty legislation prohibits the early administration of final examinations. Final examination week is a part of the regular term, and to end the term prior to its scheduled date reduces instructional days to which students are entitled.

Students who are scheduled for more than three examinations within one calendar day may take the additional examination later in the week. The instructor of record for the course beyond the third examination, counting in the order the examinations are scheduled, will arrange for a makeup examination.

In the event that a student is scheduled for two or more exams at the same time, the following policies assist with resolving the conflict:

- For regular courses with examinations scheduled at the same time, the course with the largest enrollment must provide an alternate examination;
- For conflicts between regular courses and combined examinations, the combined examination course must provide the alternate examination;
- For combined examinations with conflicts, the largest combined enrollment course must provide the alternative examination.

Sincerely,

Office of the Provost

1258 University of Oregon, Eugene OR 97403-1258
P: 541-346-3186 | F: 541-346-2023

You are being sent this message based on your affiliation with the University of Oregon.

Share this email:

This email was sent to .
To continue receiving our emails, please add us to your address book.
Unsubscribe

Having trouble viewing this email? View this email online.

Subscribe to our email list.