**Resources for New Faculty Checklist (last updated June 14th 2019)**

**(Always a Work in Progress) T.Starr/6-8234/tstarr@uoreogn.edu**

**Who:**

All internal phone calls begin with 6, followed by the 4-digit extension, if off-campus, dial the whole prefix of 346 e.g. Tina 541-346-8234 or 6-8234, my office is on Lillis 429.

LCB website – we have a dedicated website just for the Lundquist College of Business, you can look up people or services through there if you can’t find it here - <https://business.uoregon.edu/>

General LCB HR questions and help, contact Cindy Ferguson 6- 2991

LCB Fiscal Services Location (Not UO Payroll) : [lcbfiscalgen@uoregon.edu](mailto:lcbfiscalgen@uoregon.edu), 297 Anstett Director:  Leeann Ford lford@uoregon.edu 346-4744 Staff:  Jenna Babcock, Debi Luce, Patti McVay

IT help: Email - lcb-helpdesk@ithelp.uoregon.edu Phone - 541-346-3311 Walk up counter during building hours BRI Contact Info: Hong Yuan – hongy@uoregon.edu or 541-346-3196, BRI@uoregon.edu IT Director information: Email shandon@uoregon.edu or 541-346-3814 Lillis 320A, <https://outlook.uoregon.edu> for setting up UOREGON email

Business School Library specialist located in Knight Library - Helen Chu Associate Dean of Libraries, Chief Academic Technology Officer [helenc@uoregon.edu](mailto:helenc@uoregon.edu)

UOPD 541-346-2191

Faculty Support – [LCBfacsupport1@uoregon.edu](mailto:LCBfacsupport1@uoregon.edu), Lillis 370, Marianne Rosen-Murr, 6-3494, Micki Merner, 6 -1329, Linda Hughes, 6-2949 – help with most anything or tell you who to contact!

Facilities Mgmt - Allocation of offices and help with anything connected with offices, please contact Frank Sharpy, Lillis 311A, 6-4794, [fsharpy@uoregon.edu](mailto:fsharpy@uoregon.edu)

Student advising/LCB – 203H Peterson, 6-3303, Jeanne Coe-Director of Student Services, Heather Bottorff - Director of Advising, Kim Rambo Reinitz- Assistant Director of Advising, Julia Riley- Undergraduate Program Specialist

CMET – all things Canvas related, 541-346 –1942 Help line

MGMT Course Coordinators- Please contact the specific course coordinator for specific course-related Info (eg syllabus) that you are teaching as follows:

BA101: Erik Ford

BA308: Nicole Wilson

BA316: Tina Starr

BA325: Farhad Malekafzali/Jeff Stolle

BA453:  Lauren Lanahan/Anne Parmigiani

MGMT311: Kate Zipay

MGMT335: Ralph Heidl

Duckweb - <https://duckweb.uoregon.edu> , you can view payroll slips, personal information, see all class information, enter/change student grades, view student pictures, view student evaluation reports. You must have your Duck ID to do so though – UO email.

Parking permits for guest speakers: Obtain make/model of car and license number, date and time needed for speaker to attend, then send info to Chris Baird in the Dean’s office at [cbaird2@uoregon.edu](mailto:cbaird2@uoregon.edu). She will email you a permit and a map for your guest to pass on to them.

**What**

Duckstore [facultyadoptions@UOduckstore.com](mailto:facultyadoptions@UOduckstore.com)

Contact for direct help is Alysen Kaser 6-9439 (or go in person upstairs Duckstore)

Duckstore Textbook Adoption Deadlines

\*FALL TERM - JULY 31ST  
\*WINTER TERM - OCTOBER 31ST  
\*SPRING TERM - JANUARY 31ST  
\*SUMMER TERM - MAY 1ST

\*For BA316, textbook is ‘Kinicki & Williams (2015) Management, 9th Ed starting Fall 2019, ISBN 9781260815597 published by McGrawHill’ , current McGraw-Hill Rep is Mary Knox (mary.knox@mheducation.com) for any help with textbook issues, questions, technical help with Connect or otherwise. For other courses and publishers – please check with your course coordinator listed above.

UO calendar – lists all upcoming terms, deadlines, drop dates, holidays, and so forth needed for syllabus development and everything else to do with teaching!

One Drive – file sharing between instructors, access and set up through the UO system

‘M’ Drive – LCB file sharing – use for classroom lectures, etc…must be in-house set-up to access

Class GPA guidelines for LCB courses, also dead week/week 10 information, finals

Textbooks from publishers – is where you get exam test banks, power points, instructor resources and teaching notes, e-resources/ check with course coordinators for textbook info and rep contact to access

Confidential trash/recycling – please recycle anything with student’s names and other identifying information, or anything of a confidential nature in the confidential trash cans located in the mailroom Lillis 366. All other recycling can be done there also.

Mandatory Training – Workplace Harassment Prevention 110

You will be sent an email and then a reminder, it takes about 60 mins to complete, everything is on-line

Must complete within 90 days of hire!

**Where**

Your mailbox -located in Lillis 366 next to Faculty Support office Lillis 370, 3rd Floor, check often!

Office supplies, tissue, exam scantrons, tent cards, markers etc all located in mailroom Lillis 366, for any help check with Faculty Support, Lillis 370, Marianne Rosen-Murr 6-3494, Micki Merner 6 -1329, Linda Hughes - 6-2949

Exam photocopies – send exam to Faculty Support email [lcbfacsupport1@uorefgon.edu](mailto:lcbfacsupport1@uorefgon.edu) , tell them how many students, number of double-sided photocopies needed and due date you need it by (please give them at least a couple of days notice), they will charge the instructor exam index number for cost of printing.

Scantron exams – blank scantrons and dedicated scantron cover sheets for scanning services are located in the mailroom (Lillis 366), use GFIAAX index number scanning cover sheet for exams only as that’s where the cost for scanning exams will be billed.

Scantrons/scanning services - must be hand-carried to the PLC Building, room 68 in the basement, 1415 Kincaid st for scanning. Please make sure you have an exam key completed and a scantron request cover sheet, you will also need ID when you hand off the exams to them. All of these forms are located in the mail room.

Scantron Exam Results will be delivered by email directly to you in a large file containing several exam-related documents and statistics. Please use the ‘import’ feature in ‘Grades’ to drop the numbers into the exact class exam grading column. Contact CMET for help with Canvas. (see below)

**How**

Make-up exams – there may come a time when a student legitimately must miss an exam due to sickness or some other event. To set a make-up for them, have them tell you there schedule and then contact Faculty Support office (in Who - Lillis 370) to set up a date for your student to take the exam with them, use the same time (preferable not class time though!) and make sure to give the faculty support person the exam and name of the student once an agreed date and time are reached.

Student coursework and exams:- please keep all student coursework and exams for at least one term, preferable the entire AY. This is in case a student wants to appeal a final grade or an assignment grade, which does happen from time to time. You could then show the quality of the students work and also be in a position to compare their work across the class for purposes of equity and supporting your grading rationale.

AEC -Accessible Education Center, although students may inform you they are working with AEC, AEC will contact you directly by email to let you know what accommodations a student may need, especially for exams instead of the usual classroom allocated time (e.g. 1.5 exam time) . You will need to answer the email fully, provide all exam info, delivery of the exam to the AEC (students take their exam at the AEC), return of the exam by the students, etc..

Athletes and absences – you may have athletes in a class, it is their responsibility to bring you a letter from the Athletics dept informing you of the dates of any class absences – these are considered excused absences. However, it is up to the student to get the assignments and work done while on the road, you will need to work out alternative assignments, due dates or other logistics. The athletic dept will proctor an exam on the road, but you must contact the person noted in the athletes’ letter and make arrangements directly with them. They’re great to work with and it is in the best interest of the student athlete to make sure they stay up to date with assignments and deadlines, it really helps to reduce the stress for them.

If a student misses an important deadline or exam, and informs you, or you think there might be bigger issues like mental health, family problems or whatever and you are concerned for the student, please contact Advising for help under ‘who’ section above.

Student hours- you must allocate at least 1-2 hours each week per class taught for dedicated drop-in student hours. It’s also a good idea to make sure you can be somewhat flexible for students who can’t make that time slot though because of scheduling conflict. Be prepared to be very busy after the results of the 1st exam are released to students, in fact you may wish to add more time for that session.

CMET/Canvas (Center for Media & Educational Technologies) / Also Canvas

<https://oregon.qualtrics.com/jfe/form/SV_da3r7IB9dWWuVG5?Q_JFE=qdg> Canvas link to online help – specifically for Canvas help. CMET is located in the Knight library, ground floor if you wish to stop by in person. Tel 541-346-3091/1942. Or email them with any Canvas-related question, often they can come to your office and help also [CMET@ithelp.uoregon.edu](mailto:CMET@ithelp.uoregon.edu).

Canvas; CMET oversees Canvas, this is the main interface with your classes and students, and assignments and announcements. Please contact CMET directly for an appointment to learn how to use Canvas, at least the basics to start. Canvas is not optional, it is our required communication tool between Instructors and students for all courses.

Student Evaluations: At the end of each term around weeks 9/10, you will receive an email telling you the dates that the on-line student evaluations for your class/course (and you as an Instructor) will be open and available for students to use. This comes out from the registrar’s office, and you don’t need to do anything, except remind students to fill out the feedback for your class and why it’s important. This evaluation process forms a part of your overall evaluation as an Instructor and faculty member of the LCB and UO.

For example although we are currently using a more quantitative system of questions for students to respond e.g. on a scale of 1-5, etc…which may or may not be followed by any explanation as why you received the score you did albeit low or high, we are currently moving toward a more qualitative system that offers more specific answers that explain how or why students rated the class and/or you the way they did. In addition, the newer evaluations would come out both mid-term and also at the end of term. This is in an effort to make the evaluation process from student input more informed and also more of a professional development tool as the term moves along, not just at the end.

E.G. You could discuss the comments and areas given by the class/students, both positive and negative with the class as a whole. This would help you to hopefully understand their feedback and take away areas to improve as well as recognize areas that are already working well according to students. (In my opinion)The qualitative evaluation process will better help Instructors to understand and thus, tweak teaching methods, syllabus, classroom time and student engagement in general.

**Canvas tricks of the trade (or how to avoid mistakes I have made using Canvas!):**

Publish/unpublish a course: It’s up to you when to ‘publish’ a course for students to see, usually a week or more before term starts is good so students can plan ahead, buy the book, see the syllabus, assignments, basically whatever you’re allowing them to see. Until you publish the course, students can’t see anything you’ve uploaded or access any content. You also need to ‘publish’ whatever documents you upload that you want students to have access or view through Canvas. You can send announcements to welcome them to your class or send them reminders about assignments and deadlines. They can send you emails through Canvas; you will be notified through your regular email of those messages.

Start: I suggest you start using Canvas by first clicking on ‘Settings’ from the Home menu, then looking at the ‘Course detail’ tab first. Everything here is optional to use, but I don’t get bogged down with dates and so forth, not necessary. I go to the bottom to ‘fewer options’, I uncheck all that are checked, then re-check ‘hide totals in student grade summary’ – I really don’t want students to see their grades before I have entered the entire class scores or want them to see grades before I’ve had a chance to discuss them in class with the class – a lesson learned. I organize my own student groups in class so make sure if you do that too to uncheck that box. After any changes on that page whatsoever, be sure to click on ‘update course details’ at the bottom or it won’t save your work. You ‘Publish’ a course through this page.

Then click on the ‘Navigation’ tab at the top of page (when you’re on Settings). Drag and drop from the top to the bottom any items you won’t need or be using for your course ( e.g. I tend to use Home, Announcements, Assignments, Grades, Modules, Library Help and People – I drag the rest to the bottom section and click on ‘save’ at the very bottom to save changes.

\*Best to use someone else’s previous Canvas course and copy it/import to see how things are laid out, what they use and so forth, just ask me or a course coordinator, it does simplify all of this and helps to not have to reinvent the wheel for you first course!

All uploads must be done first through ‘Pages’, then you pull/load them to other Canvas areas eg Modules, assignments, etc….

‘Modules’ does not mean the module, it was a poor choice of name but it’s actually where you set up your course information, materials and documents for students, ie. Syllabus, lectures, assignments, etc…

‘Assignments’ – this is where you enter all assignments, points, how an assignment is to be completed e.g. on paper, through Canvas, etc… work your through each one carefully. Once you have the assignment and point value entered, it will then come up on ‘Grades’ tab, make sure all group projects are entered as group projects.

In the right hand corner of the assignment bar under Grades section, there’s a drop down menu, that’s where I mute each assignment. I do this because once I’m done grading the entire class and have entered their scores, I can then ‘unmute’ the grades so everyone sees them at the same time, it eliminates some students being able to see their grades sooner than others which have not been entered yet, it helps continuity and equity I think for the class.

Also in ‘Grades’, use the right hand arrow next to the name of the assignment to look at ‘assignment details, this shows the high, low and mean for the overall scores/results so you don’t have to figure it out yourself! (see Grade/assignment discussion with Students below)

Under ‘People’ tab, you will have the complete list of students in your class and their info. You will need to set up a ‘Group Project’ section also under the People tab. It will basically function as a ‘drag and drop’ from the student list once you create groups e.g. Group A, Group B, etc…you must do this so that Group assignments can/will be entered as group grades in the Grades section and also less time-consuming for you than manually entering every group’s member’s grade individually.

**Grading**

**Grading Class GPA by type of classes –** after calculating final letter grades, please check your class GPA before releasing final grades to students or to the registrar’s office (on Duckweb as explained in the next section following) to make sure they fall within the guidelines for average class GPA’s below.

How-to-calculate: Class GPA’s are computed by multiplying the number A’, B’s, C, etc… For example, consider a class with 40 students with the following grades: 8 A’s (all A’s regardless of minus or plus or in-between), 14 B’s (All B’s regardless etc…), 16 C,’s (All C’s regardless…) and 2 D’s (All D’s regardless….).

Hence, the calculation is [(8 X 4.0) + (14 X 3.0) + (16 X 2.0) + (2 X 1.0)] / 40 = (32 + 42 + 32+ 2) / 40 = 2.70GPA. You can see how a class GPA can result from many distributions of many grades. There is no quota on the number of A’s and B’s. Grade distributions in the vast majority of classes tend to fit within the grade point averages listed below.

|  |  |
| --- | --- |
| **Class Level** | **Average Grade Point** |
| Undergraduate Pre-Business Classes (BA 101, ACTG 211 & 213) | 2.3 - 2.8 |
| Other Undergraduate Classes (Major, Minor, Elective) | 2.6 - 3.2 |
| Undergraduate Honors Classes (with H designation) | 3.2 - 3.5 |
| All Masters Classes | 3.1 - 3.4 |

**Final Grades**

In Duckweb, to enter final grades at the end of the term, look under Faculty Menu, Course Administration Center. This is where you can enter and/or change a grade at the end of each term. Enter each grade, but be sure you save each page before moving on to the next. (there is also a slide deck that shows how to do this). Once you have finished, it’s up to you when you wish to submit your completed grade/class roster, though there is a final due date in the UO calendar for each term. I usually submit the end of finals week because once you submit the grades to the registrar, students will receive them usually within 48 hours or less.

**Grade Disclaimer and absolute grading criteria**:

This is optional for you to use. Personally I put this scale in my syllabus and on Canvas at the start of each term of every class to give students a heads-up about the range of letter grades and percentages I will be using for their assignments and ultimately final grade in my classes. I have found that this helps prevent expectations of a ‘curving’ criteria or anything else like that– it doesn’t mean that I don’t or won’t curve at times (my choice), but it lets them know that I expect them to work hard for their grades without the promise of a curve – my reverse psychology if you will. Feel free to use!

“Your overall grade will be determined by your performance on all assignments and final letter grades typically uses the traditional grading scale, and there is no need to do any final curve. I do, however, retain the right to amend this scale for the student’s benefit:

|  |  |  |  |
| --- | --- | --- | --- |
| **Letter Grade** | **Raw Score %** | **Letter Grade** | **Raw Score %** |
| **A+** | **>97** | **C+** | **77-79** |
| **A** | **93-96** | **C** | **73-76** |
| **A-** | **90-92** | **C-** | **70-72** |
| **B+** | **87-89** | **D** | **66-69** |
| **B** | **83-86** | **F** | **<65** |
| **B-** | **80-82** |  |  |

Please pay particular attention to the assignments and grading for each assignment. There are no "do-overs" nor will an “incomplete” grade nor an extra credit assignment will be given as a remedy for a poor grade on any assignment or exam.”

**Other Stuff**

Discussing grades with students/class! After every assignment and exam, it’s a good idea to discuss either generally or more specifically depending on your level of comfort, scores and overall class gpa for an assignment in class as part of a discussion to let them know in advance of posting grades. I find it eases the shock (both good and bad) for all students as they appreciate hearing your feedback, hints on how to do better, what was considered excellent work and why, and highlight whatever you feel is important for them to know as a group, i.e. correlation between attendance and grades! It’s a good time to remind them of your office hours to go over individual exams or coursework one-on-one. As a rule, I do not bring exams to class to hand out – it is time consuming, it becomes competitive and everyone has multiple questions – too many to use up an entire class session for usually. Other assignments or group assignments, I to hand back in class though. Also as a rule, I will not answer questions about exam scores in emails – if students truly care, they will make the time to come see their exam and discuss with you, email is not a good medium for grade discussions (that tend to be grade negotiations in the end!).

Please be aware that any discussion with a student about a poor assignment, score or grade can be a very big deal for a student, regardless of whether it’s a A or a D for that matter. Help them to understand why they received the grade they did, explain the grading and expectations of the assignment, but also remember the onus for their grade (good or bad) is upon them.

**Anything else???? – please let me know so I can add to this on-going reference list!!**