



DEPARTMENT OF
INFORMATION SCIENCE
College of Information

UNT[®]

FACULTY HANDBOOK

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DEPARTMENT OF INFORMATION SCIENCE

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1. Introduction

1.1 The Department

The Department of Information Science (DIS) was established in 1939 to offer degree programs in Library Service. It has grown to be a unique interdisciplinary academic unit offering some of the best degree programs at the University of North Texas. The department’s mission is to provide and support resources, research, and service for education and leadership to the information science, library science, and data science communities and prepare information professionals of the highest quality to serve dynamic roles in the state, the nation, and the world. A brief history of the department, vision, mission, goals and objectives are available in the “About Us” section of the department’s website, including the Welcome from the Chair at <https://informationscience.unt.edu/welcome-chair>.

1.2 People

The table below contains a list of faculty and staff to contact when you need help. Most teaching-related questions go first to the Associate Chair of DIS; however, adjuncts and other part-time faculty should contact their supervising faculty first. All regular faculty and staff are listed on the DIS website in the “People” section.

Table 1. DIS Contact Information

Help Regarding	IS Faculty/Staff	Contact Information
Semester course schedule	Dr. Barbara Schultz-Jones <i>Associate Chair</i>	Barbara.Schultz-Jones@unt.edu 940-369-8081
Course schedule entry EOP/EPortfolio	Stephen Lancaster <i>Student and Program Coordinator</i>	Stephen.Lancaster@unt.edu 940-369-5937
Travel Request Purchase Reimbursement	Penny Light <i>Administrative Specialist/Assistant to the Chair</i>	Penny.Light@unt.edu 940-369-7188
General information Part-time faculty contracts Student hiring Department Logistics Payroll	Caley Barnhart <i>Administrative Coordinator and HR Liaison</i>	Caley.Barnhart@unt.edu 940-369-7955
Admissions	<i>Student & Program Specialist - Graduate Admissions</i>	CI-Admissions@unt.edu
New student registration Student Academic Counselor Graduation processing General information Student records	CI-Advising <i>Academic Advisors</i>	ci-advising@unt.edu
Equipment requests Computer support	Computing for Arts + Sciences	CAS-ITServices@unt.edu 940-565-4498

	<i>CAS</i>	
Computer lab reservations Computer support DIS website revisions	Dr. Yunfei Du <i>Associate Dean Academics</i>	Yunfei.Du@unt.edu 940-369-8093
Lab/classroom equipment assistance	Dr. Yunfei Du <i>Associate Dean Academics</i>	Yunfei.Du@unt.edu 940-369-8093
Online Teaching Support	CLEAR Office	clearhelp@unt.edu
Accessibility Review	CLEAR office Dr. Barbara Schultz-Jones <i>Associate Chair</i>	clearhelp@unt.edu Barbara.Schultz-Jones@unt.edu

1.3 Contact Information

Physical Location: UNT Discovery Park, Suite E292, 3940 North Elm Street, Denton, TX 76203-5017 Voice /mail: 940-565-2445

Hours: Monday to Friday 8AM-5PM (Central Time)

Website: <https://informationscience.unt.edu/>

Fax: 940-565-3101

U.S. mail: University of North Texas, College of Information, Department of Information Science, 1155 Union Circle #311068, Denton, Texas 76203-5017

2. Administration

2.1 Faculty Contracts

Contracts for full-time faculty are sent prior to the beginning of the academic year. Contracts for part-time faculty are sent prior to the beginning of the teaching semester, by the department. Contracts for full time faculty are sent by the Budget Office located in Discovery Park Room E290F. For questions regarding contracts please contact the current HR Liaison Caley Barnhart: caley.barnhart@unt.edu or 940-369-7955.

2.2 Program Directors

The Chair appoints program directors for each degree program, and other programs as needed, in order to assist management of the programs. The program directors' general responsibilities include developing a strategic plan for the program, performing institutional effectiveness reporting, recruiting and assisting adjunct faculty, advising students, organizing program-related events, and assisting on course scheduling. Program directors' workload includes administrative responsibilities. The duties, duration, and benefits will be negotiated between the Chair and the program director following UNT policies. Table 2 lists current DIS program directors.

Table 2. DIS Program Directors

Program	Program Director	Contact Information
M.S. Information Science (IS)/LS Degree	Dr. Barbara Schultz-Jones	Barbara.Schultz-Jones@unt.edu 940-369-8081
Health Informatics Program	Dr. Ana Cleveland	Ana.Cleveland@unt.edu

		940-565-3559
M.S. Data Science Program	Dr. Junhua Ding	Junhua.Ding@unt.edu 940-565-2186
Houston Program	Dr. Larry Enoch	Lawrence.Enoch@unt.edu 940-565-2760
Children's and Young Adult Librarianship Program	Dr. Sarah Evans	Sarah.Evans@unt.edu 940-369-8102
School Librarianship Program	Dr. Jennifer Moore	Jennifer.Moore@unt.edu 940-565-3854
B.S. Information Science Program	Dr. Xin Wang	Xin.Wang@unt.edu 940-369-5983
B.S. Data Science Program	Dr. Sharad Sharma	Sharad.Sharma@unt.edu 940-565-8545
IS PhD Program	Dr. Daniella Smith	Daniella.Smith@unt.edu 940-565-3569

2.3 Course Scheduling

The Department Associate Chair coordinates the scheduling of courses in association with the Student and Program Coordinator. The Academic Calendar is available at <https://registrar.unt.edu/registration-guides-by-semester>

Course schedules are built in the CourseLeaf system in advance of public viewing. For example, the spring schedule opens for student viewing in late September and registration opens in early October. That means that if the course is scheduled for face-to-face delivery, the room assignment must be done by Mid-July and the schedule (online or face-to-face) must be confirmed in the window of August-September. An email is sent to all faculty ahead of the course scheduling period to confirm the courses being offered, the time they are offered, the instructor and whether the course has a final and requires a room for the final exam.

Semester	Room Optimization	Course scheduling	Open for viewing	Registration
Spring	Mid-July	August-September	Late September	Early October
Summer	January	September-November &	Early March	Mid-March
Fall	January	January-February	Early March	Mid-March

Onsite weekday classes meet from 9 - 11:50 a.m. or 2:30 - 5:20 p.m. with one break. Evening classes meet from 6:30 - 9:30 p.m., with one break. Full-day Friday or Saturday classes meet from 9a.m. - 5p.m., with a morning break, an hour-long lunch break, and an afternoon break. Classes are expected to last the entire scheduled period. Each 3 credit-hour course requires 45-48 hours of instruction, regardless of the length of the semester. Variations to the standard schedule may occur depending on room availability.

For F-1 International Students, immigration regulations state that they may take no more than the equivalent of one online class or 3 credits per session. This requirement may result in students requesting an on-campus component where they meet with the instructor, in person, a minimum of 3 times during the semester. The instructor is then required to complete the On-Campus Component Reporting Form for Online Courses:

https://international.unt.edu/sites/default/files/On%20Campus%20Component%20Form%20for%20Online%20Class_0.pdf

At UNT, some courses are considered “hybrid” or “blended” courses with online and on-campus components. Any required meetings, whether in-person or online, must be identified in the course schedule. All instructors are required to provide that information (day and time) before course registration opens.

2.4 Course Delivery

UNT utilizes the CANVAS Learning Management System for online course delivery:

<https://teachingcommons.unt.edu/teaching-handbook/teaching-online/using-canvas> All faculty, instructors, adjuncts, and teaching fellows are expected to have their course uploaded to CANVAS and ready to teach **before** the first day of classes. If you have any issues with this, contact the Associate Chair and the Administrative Coordinator immediately. Login difficulties can be handled via email at clearhelp@unt.edu.

2.5 CLEAR Accessibility Review

The Center for Learning, Experimentation, Application and Research (CLEAR) are responsible for ensuring that all UNT online courses are accessible, according to industry standards and the law. They offer a number of resources to assist faculty in bringing online courses up to the required standards: <https://clear.unt.edu/teaching-resources/accessibility>

Delivering a course that meets current accessibility standards is not just a recommended best practice, it’s also the law. We operate on a 3-year online course review schedule to ensure compliance with accessibility standards. When we aren’t able to bring an online course up to these standards, we aren’t allowed to offer the course online. Faculty hold responsibility for the courses they teach, or they may be assigned principal responsibility for courses taught by adjunct instructors. In all cases it is the responsibility of faculty to ensure that the courses meet accessibility standards. Revising courses to meet these standards may involve faculty oversight of adjuncts or teaching fellows involved in the revision process. This is an ongoing element of the faculty teaching workload.

2.6 Faculty Teaching Workload

In line with the UNT policy on workload, a three-hour course constitutes 10% of faculty time (UNT Policy 15.1.9 ACADEMIC WORKLOAD). A tenured and tenure track faculty balanced workload is a 40-40-20 workload assignment with 40% teaching, 40% research, and 20% service. Within this target, multiple variations are possible.

For faculty with outstanding research, a workload assignment with (30% teaching, 50% research, 20% service) is possible. For faculty who are not as productive in research a workload assignment with (50% teaching, 30% research, 20% service) is possible. A Lecturer workload is 80-20 with (80% teaching, 0 % research, 20% service). This translates into four courses in fall and four courses in the spring. Clinical Faculty workload is negotiated with the Chair. A typical workload is a 60-30-10 assignment with 60% on teaching, 30% on research, and 10% on service. A workload reduction in lieu of administrative work, service or research is negotiated with the department chair in June - September every year.

2.7 Class Size and Workload Assignment

In most academic institutions, students to faculty ratio determined the number of students in the class. In most UNT departments, the student to faculty ratio is 20:1. In DIS the student to faculty ratio for **face-to-face class is 20:1 and for an online course is 30:1**. IS adopted a policy that combined IS courses count towards workload as multiple courses if the number of students in the class exceeds 30 students. In this case, every set of 30 students is counted as one class. For the Data Science courses, a different ration may apply.

2.8 Adjunct and an Adjunct assistant

An adjunct is a part time instructor who is considered faculty with full responsibility for teaching the course. An adjunct assistant is a part time instructor who is assisting a faculty member or instructor of record with developing the course material content or teaching the course. Since all core courses in DIS are taught by full time faculty, adjunct assistants are recruited to help faculty with teaching large class sizes provided that the class size exceeds 39 students.

2.9 Mentoring of Junior Faculty

The department chair is responsible for assigning mentors to junior faculty when they first join the department. The mentoring program in the department is designed to help junior faculty and lecturers understand their role as an effective teacher and member of the academy. It is designed to cover all aspects of academic life from balancing professional and family obligations to developing courses, teaching, grant writing, publishing, time management, networking and research collaboration, serving on university and department committees, and navigating departmental politics and culture. The peer mentoring process in DIS involves pairing junior faculty with one or more senior faculty. Communication between faculty is expected to take place on a weekly basis and further enhanced by the monthly department council meeting of faculty, staff and students. This allows for both formal department business discussion and informal conversation following the monthly department council meeting. From time to time, brown bag lunch informal discussions take place after the formal monthly department business meeting.

2.10 Mentoring of Part Time Faculty (Adjuncts and Teaching Fellows)

The DIS adopts a team-teaching approach in which part time faculty (adjuncts) and teaching fellows work with a senior full-time faculty to teach a group of courses as a team. This approach allows senior faculty to mentor part time faculty and teaching fellows and closely monitor the quality of the teaching delivery. DIS also holds an annual workshop in conjunction with the DIS Board of Advisors meeting that allows part time faculty and teaching fellows to meet and exchange ideas. An introductory workshop/meeting is conducted by the Associate Chair and Senior Faculty to orient new and update continuing adjuncts and teaching fellows each semester.

2.11 Employee Identification

ID Numbers: Every UNT employee is issued two ID numbers. The EmpID (Employee ID) is an eight-digit number that replaces the Social Security number in administrative records. It is also called UNT ID, UNT System ID, or just ID. The EUID (Enterprise User ID) is usually a combination of your initials and four numbers. It serves as a username for logging into all UNT

electronic systems to which you are allowed access. You can change your password through the Account Management System (<https://ams.untsystem.edu/>).

ID cards: Faculty/staff photo ID cards are issued to any person who is employed at least half time and is eligible for benefits. Special identification cards can be issued to any person who is employed less than half time and is not eligible for benefits. ID cards are used on campus for access to department facilities, libraries, computer labs, and events, and as debit cards for purchasing bookstore items and food. To get an ID card, you must have EmpID number, employment verification, and photo ID.

2.12 Communications

Website: The DIS Website can be found at <https://informationscience.unt.edu/>.

Email: All full-time faculty and other employees must have UNT Microsoft Outlook accounts. Part-time faculty should designate the email address they will use for business with the school.

Mailing lists: All faculty, staff, and students are strongly encouraged to subscribe to the department's primary mailing list, to receive general announcements. Joining IS-Announce is easy. Just send an email to is-announce-join@lists.unt.edu, leave the subject line and the body of the email blank.

Those involved with the Interdisciplinary Ph.D. Program in Information science should also subscribe to UNT-IS DOC-L: <https://lists.unt.edu/mailman/listinfo/unt-isdoc-l> . The Website for the IS Ph.D. Program is <https://informationscience.unt.edu/information-science-phd-program>

UNT Online: Students considering UNT for their education rely on this database for information to assist them in selecting courses and majors: <https://online.unt.edu/> . This database is populated through the Course Information Database.

IS Social Media: Everyone is invited to follow social media of the department: [Facebook](#), [Twitter](#), [Instagram](#) and [Flickr](#). Please contact Janenne Pryce-Henry at janenne.pryce-henry@unt.edu or 940-369-7275 if you and your student have good news want to share with the department.

2.13 Computer systems

Faculty members monitor their course enrollment and submit final grades in UNT's Enterprise Information System (EIS), which is accessed through the MyUNT portal (<https://my.unt.edu>). Faculty hold general access privileges for UNT computers and campus networks. General access users have help desk support; free Internet services (email, mailing lists, web space); access to license-restricted electronic library resources; general access lab admittance; and access to computer-based training (CBT).

2.14 Faculty-Staff-Student Council meetings

Part-time faculty members are welcome to participate in DIS Faculty-Staff-Student Council Meetings, which are held monthly. Contact the Assistant to the Chair for meeting dates (currently the first Tuesday of the month in the academic year September-May).

2.15 Classroom Policies

Preliminary Class Rolls: To obtain the most up-to-date class roster, log into my.unt.edu; click on the [Faculty] tab and then select [Access Your Faculty Center]; and choose the current term. You will see a list of the courses you are teaching. In the left-most column of that list, you will see a small icon of a cluster of people. Clicking on that icon will pull up a list of all students who are currently enrolled in the class.

At the top of the class roll, in the solid blue or gray bar, you will find a small "checkerboard" symbol with a red arrow in the corner. Clicking on this icon will automatically download your class roster as a .xls file (which you can open in Excel).

Audit Rolls: Early in the semester (usually the 12th class day for long terms and the equivalent class day for short terms), UNT takes a "census" of all students currently enrolled for purposes of reporting to the state. On or about this date, you will see a new column in your my.unt.edu faculty center list of courses; specifically, you will see a small icon for an "audit roll". When you click on this icon, you will see a list of all students who are registered for your class on this important census date. For each student on the list, you must check a box indicating that the student has attended at least once or a box indicating that the student has never attended. Utilize the [People] area of your CANVAS course to identify the students and the date and time of their Last Activity. At the bottom of the audit roll, there is space to list students who have attended class but who are not officially enrolled.

It is important that you provide accurate information about student attendance in class, even if you do not have a formal attendance policy. Follow the directions on completing and submitting the audit roll carefully. These audit rolls are often referenced for state and federal reporting purposes and may be audited by the financial aid office to ensure compliance with state and federal financial aid rules and regulations.

Dropping Courses: Students who wish to drop a course before the census date may do so without permission; they may do so online by visiting my.unt.edu or in person at the Registrar's office. After the 12th class day (or fourth class-day of a summer term), students must first receive the written approval of the instructor prior to dropping a course.

After the census date, students need instructor permission to drop a class. The grade of W (withdrawal) will be recorded for any course dropped with the instructor's approval during the automatic W period. After that time, the student must have a passing grade to receive a grade of W for a dropped course; otherwise, the grade will be WF (withdrawal/fail). Instructors will need to indicate either a W or WF designation on the student's drop form.

Generally, students may not drop a course after the Tuesday of a given semester's 10th week (summer term, 15 class sessions); exceptions to this general rule are quite rare and made only under extreme circumstances. Please refer to the Academic Calendar (<http://catalog.unt.edu/>) for drop deadlines specific to each session/term.

Instructors may drop students with grades of WF from courses for nonattendance at any time after the automatic W period if they have advised students in writing of this policy.

Requiring Class Attendance: Responsibility for class attendance rests with the student at UNT. If a student's grades are to be based wholly or partially on attendance, then the instructor must notify the students in writing at the beginning of the semester. In other words, if you are going to reduce a student's grade for failing to attend, you should state this policy clearly in your syllabus.

An instructor who informs students in writing about the necessity of class attendance may request the Registrar to drop any student from the course with a grade of WF upon the accumulation of a stated number of absences. The instructor uses an unsatisfactory progress form that may be obtained from the department for this purpose. The completed form should be submitted to the Registrar's office for processing.

If the instructor completes an unsatisfactory progress form to drop a student for non-attendance during the time period when the student is eligible to drop with an automatic W, the Registrar's Office will notify the student that he or she will receive a WF unless the student initiates the drop procedure before the end of the automatic W period.

Authorized Absences: Absences due to participation in sponsored activities must be approved in advance by department chairs and academic deans. Within 3 days after the absence, students must obtain authorized absence cards from the Dean of students for presentation to their instructors. Students with authorized absence cards may make up the work missed, when practicable, or be given special allowance so that they are not penalized for the absence.

Absences due to other causes, such as illness, emergency, death in the family, etc. are termed "excused" or "not excused" at the discretion of the instructor, but in accordance with applicable absence policies set by the department/division, school, college, or the course syllabus. Students should show proof that the absence was unavoidable, such as a physician's statement, accident report, obituary, etc., and contact the instructor. (Note: The student Health Center provides cards that verify the date and time of a student's visit. Hospitalized patients are given a form showing the inclusive dates of their hospitalization.)

Absence for Religious Holidays: In accordance with state law, students absent due to the observance of a religious holiday may take examinations or complete assignments scheduled for the day missed within a reasonable time after the absence. Travel time required for religious observances shall also be excused. Only holidays or holy days observed by a religion whose place of worship is exempt from property taxation under section 11.20 of the Tax Code may be included.

Instructor Attendance (Walks): Instructors are expected to meet with their classes according to the university schedule. If an instructor must miss class for any reason, they are expected to contact their department chair and make appropriate arrangements to cover course content accordingly. Cancelling classes or giving "walks" is generally not recommended.

Students with Disabilities: In accordance with university policies and state and federal regulations, the university is committed to full academic access for all qualified students, including those with disabilities. Students must be registered with the Office of Disability Access

(ODA) to receive a reasonable accommodation: <https://studentaffairs.unt.edu/office-disability-access> .

The ODA collects proof of disability and recommended compensation techniques from the licensed or certified professional who made the diagnosis of disability. Students who have disabilities that are covered by the [Americans with Disabilities Act](#) and who have been properly registered with the ODA are called "qualified students." Instructors are expected to make reasonable and appropriate adjustments to the classroom environment and the teaching, testing, or learning methodologies to facilitate equality of educational access for such qualified persons with disabilities.

Grades and Grading: In the system of grading employed in the University, the letters A, B, C, D, F, W, W F, I, P, and NP are used. Letters other than A-F have the following significance:

W indicates a drop or withdrawal during the automatic W period as designated in the Academic Calendar. (See [Dropping Classes](#).)

WF indicates a drop or withdrawal with a failing grade given after the automatic W period as designated in the Academic Calendar. (See [Dropping Classes](#)) While a W does not affect a student's GPA, a WF counts as an F on the student's transcript and does affect the student's GPA. Check with your department chair for W/WF protocol within your academic unit.

I indicates incomplete and is a non-punitive grade given only during the last one-fourth of the semester and only if a student is passing the course, has a justifiable reason why work cannot be completed on schedule, and arranges with the instructor to finish the course at a later date (arranged with the instructor but no more than a year after the end of the term) by completing specific requirements that the instructor must list on the electronic grade report.

The grade of I should ONLY be given in extraordinary or unusual situations such as serious physical illness. The student is required to complete the Grade of Incomplete Documentation (https://informationscience.unt.edu/sites/default/files/incomplete_form_information_science.pdf) This form details: the reason for the incomplete, what work will be completed, the date by which the work will be completed. The form is held by the student and instructor until the required work is complete. If the student does not complete the required work by the stipulated deadline (not to exceed one year) then the grade of I will default to an F (or other grade specified by the instructor). Once the student has completed the required work, the instructor must contact the Assistant to the Chair to process the online form that converts the incomplete to the grade earned.

The grades of P and NP are given to students who are taking a class on a pass/no pass basis. The instructor gives a normal letter grade (A-F) and the P or NP is recorded by the Registrar's office.

P is a credit grade on the pass-fail option, on student teaching, in selected graduate individual problems and research courses, and in selected internship courses.

NP indicates a failing grade on the pass-fail option; it is, however, non-punitive (meaning it does not affect the student's GPA).

Submitting Grades: All student grades are submitted online. Grade Rosters are made available via <https://my.unt.edu/> and must be submitted by the deadline assigned by the UNT Registrar's Office. If there is a reason why the grades cannot be submitted by the deadline, contact the Associate Chair immediately.

Grade Changes: Grades can be accessed and changed on the electronic grade roster during the grading period prior to the grading deadline. After the deadline, grades cannot be changed online. Generally speaking, once grades have been posted in EIS, they cannot be changed. There are three exceptions:

1. If a student has been given a grade of I and the student completes the agreed-upon work for the course, the instructor contacts the Assistant to the Chair to initiate the procedure for changing the I into a letter grade.
2. If the faculty reporting grades makes a clerical error, he may fix it. Requests for error correction must be initiated within 30 days after the close of the semester or summer term the grade was awarded. Corrections require the approval of the Department Chair and Dean.
3. If the student successfully appeals his or her grade, then a grade change can be processed. (See Grade Appeals Process)

Posting Grades: Students should be notified of their grades in a manner that protects their right to privacy. Instructors should NOT post student grades in a public forum. Grades may, however, be kept in the grade book of CANVAS, UNT's online learning management system. This allows students to see the instructor's record of student performance without compromising student privacy. Please visit the University training on FERPA (Family Educational Rights and Privacy Act) for more information: <https://ferpa.unt.edu/>.

Grade Appeals Process: The University of North Texas policy on Grade Appeals is found at <https://policy.unt.edu/policy/06-040>

Pre-Finals Week and Finals: UNT policy regarding pre-finals week is found at: <https://policy.unt.edu/policy/15-2-16>

Student activities (including athletics) are curtailed during pre-finals week. Final exams are scheduled by the University Registrar; the schedule for final exams can be found here - <https://registrar.unt.edu/exams/final-exam-schedule> . Faculty are expected to give some sort of exam during the scheduled period. Note that final exams are generally held in the room in which the class meets.

Records Retention: Student records are private. While students have a right to review their own records (see their exams, papers, etc.), you should not discuss a student's grades with individuals outside the university system-including parents, potential employers etc. without verifying that the student has waived her educational privacy rights (consult with your department chair or advisor if this situation arises).

The instructor of record should maintain all course records for at least one calendar year. This means keeping student exams and answer sheets (along with a key), student papers, and any

calculations of student grades in a secure place (e.g. a locked cabinet in a private office or on a password protected computer). If students submit papers or assignments via CANVAS, the system will maintain your records; however, make sure that the electronic version includes grading information and any comments. Please plan with your department chair for retaining important student records.

When you do dispose of student educational records, do so in a secure way. Ask your department administrative staff about secure, bulk shredding of documents.

2.16 Understanding Student Rights and Responsibilities

Instructors and TAs need to understand the rights and responsibilities of students. The Dean of Students and the [UNT Division of Student Affairs](#) have developed the 10 Academic Rights listed below.

1. *Protection of Constitutional Freedoms:* Students and all other members of the university community are guaranteed the constitutional freedoms of speech, peaceful assembly, petition and association.

Responsibility: Students and others must exercise their rights by lawful means subject to university rules and regulations regarding time, location, method and duration. Students may not disrupt the operations of the university or interfere with the rights of others to exercise their constitutional freedoms.

2. *Academic Freedom:* Students and all other members of the university community are guaranteed the rights freely to study, discuss, investigate, teach, conduct research and publish as appropriate to their respective roles and responsibilities. Students have the right within the scope of the course of study to state divergent opinions, challenge ideas and take reasoned exception to the data or the views offered.

Responsibility: Students and faculty share the responsibility to protect and to preserve conditions that are conducive to the learning process, including withholding judgment on matters of opinion, ensuring a fair hearing for divergent viewpoints and observing rules of courtesy in the classroom.

3. *Academic Standards:* Students have the right to know the standards of academic performance established for each course in which they are enrolled.

Responsibility: Students are responsible for seeking clarification of any standard in question at the beginning of the term, for preparing assignments in advance of each class session, and for learning the content of any course of study for which they are enrolled. Rules applying to academic dishonesty must be followed, including those related to plagiarism.

4. *Academic Evaluation:* Students have the right to be evaluated solely on an academic basis, without regard to issues of diversity, opinions or conduct in matters unrelated to academic standards. Students have the right to review tests and other written work after the instructor has evaluated them. Students are protected against prejudiced or capricious academic evaluation by the grade appeals process.

Responsibility: Students are responsible for bringing academic grievances first to the attention of the instructor who performed the evaluation in an effort to resolve the issue. If the matter cannot be settled at this level, it may be appealed in writing as outlined in the Grade Appeals Policy.

5. *Improper Disclosure:* Except when disclosure may be required by state or federal law, students have the right to confidentiality of information about views, beliefs and political associations which they may share privately with instructors, advisors or academic counselors. Judgment of ability and character may be provided under appropriate circumstances, normally with the knowledge and consent of the student.

Responsibility: Students have the responsibility to state clearly what is and what not confidential disclosure is.

6. *Personal Safety:* Students have the right to a classroom environment that is free of obvious hazards to safety and security.

Responsibility: Students are responsible for compliance with university rules and regulations prohibiting firearms, explosives, incendiaries and weapons of any kind on the campus. Students are also responsible to abide by all health/safety rules and procedures in all academic courses and laboratories.

7. *Illegal Drugs and Alcohol:* Students have the right to a learning environment free from illegal drugs and alcohol.

Responsibility: Students are responsible for compliance with university rules and regulations prohibiting possession, use or distribution of illegal drugs or alcohol in classroom buildings.

8. *Disruptions:* Students have the right to pursue an education without disruption or interference and to expect enforcement of norms for acceptable classroom behavior that prevent disruption of the teaching/learning process.

Responsibility: Students may not disrupt class or any other university process by any means whatsoever (including sideline conversations, comments, arguments, noise of any kind or other activity which would hinder access to or utilization of academic information by other students).

9. *Non-discrimination:* Students have the right to learn in a classroom environment where diversity is respected.

Responsibility: Students are responsible for respecting diversity and for behaving courteously to both faculty members and other students in the classroom regardless of difference in race, creed, color, religion, age, nationality, sex, sexual orientation or disability status.

10. *Intellectual Property:* Students have the right to expect that presentation of material in a class will be in compliance with copyright law and that their own creative work will not be disseminated or published without their permission.

Responsibility: Students who receive written notification from a faculty member that the information provided in his or her course is the faculty member's intellectual property shall not distribute, use for commercial purposes, or create derivative works of the intellectual property

without obtaining the express permission of the faculty member. Students shall not assume permission in the absence of written notification from a faculty member. Students shall also respect and treat in similar manner, the intellectual property of other students.

Interacting with Students: In the beginning of the semester decide what relationship with students will be most effective for you. New (and even seasoned) instructors often struggle with striking a balance between asserting authority and commanding respect on the one hand, and being approachable and relatable on the other hand.

If you decide to conduct your class in a more formal way, be cautious about demeaning or alienating students. You should provide students with some forum or opportunity in which to ask questions (whether that's in class, during office hours, or online), and you should respond to each student question or comment in a professional, constructive, and informative manner.

If you decide to adopt a more relaxed approach toward your students, you still need to be cautious of alienating students - particularly shy students who may find a casual or boisterous instructor even more difficult to approach. Again, be sure to provide an opportunity for students to approach you privately with questions and concerns. Avoid any kind of personal criticism, in class or on written assignments, even if you think you are being funny. Students rarely enjoy being the punch line for their instructors' jokes.

It is particularly easy for TAs, TFs, and new or transitional faculty to forget how much power they have over students because they often feel powerless themselves. An instructor's feelings of powerlessness and the insecurity it can generate- complicates the problem of authority in the classroom. No matter what your role in the classroom, remember that students are the most vulnerable participants.

Students with Personal Problems: If students come to you with personal or family problems, or problems with university life outside of the scope of the course you are teaching, refer them to the appropriate student services office (see <https://studentaffairs.unt.edu/dean-of-students/resources> for a list of resources on campus). While it may be tempting to help students personally, it complicates the relationship between teacher and student, and can be considered inappropriate.

Disruptive Students: Students occasionally disrupt class discussion by having separate conversations, giggling, passing notes, doing other work, texting on a phone, etc. Often a stern look or a frown is enough to discourage students from such behavior.

If students persist in disruptive behavior, you should verbally request that they not do this or that they see you after class-the latter is in some ways better since it will avoid humiliating them in class. In your meeting with the student, explain that it is disrespectful to ignore or disrupt fellow students. Ultimately, you may need to ask a disruptive student (or students) to leave the class.

Many new instructors understandably feel uncomfortable policing the classroom like this, but in real classroom situations you will sometimes face a choice between asserting your authority and letting disruptive students undermine the learning process. The former is clearly the better option.

Flirtation, Familiarity, and Favoritism: You can also help maintain authority in the classroom- and minimize grade disputes -by making it clear to students that you treat everyone equally. This may sound self-evident, but it is really not so simple. Many instructors want to be liked by their students and will go to great lengths to be friendly, especially since they know that their students (depending on the department) will write evaluations of them at the end of the semester.

Friendliness has its drawbacks. If some students perceive that you are especially friendly to other members of the class, they are likely to assume that you will not grade objectively. Carefully evaluate the social distance that you establish and maintain between yourself and your students: are you equally friendly and accessible to all students?

Make sure not to become personally involved or conspicuously friendly with individual students. Instructors and TAs need to be sensitive to the potential for charges of sexual harassment, as well as conflicts of interest, when developing personal relationships with students. The university has specific policies dealing with this and other related subjects.

Sexual Harassment: It is the policy of the University of North Texas that no member of the University community may sexually harass another and that all allegations of sexual harassment be investigated. All members of the faculty, staff and student body will be subject to disciplinary action for violation of this policy. Please refer to the sexual harassment policy, policy number 16.005, <https://policy.unt.edu/policy/16-005>. Also refer to the consensual relationship policy (policy 05.021).

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

Criteria:

1. Submission to such conduct is made either explicitly or implicitly, a term or condition of an individual's employment or education.
2. Submission to or rejection of such conduct by an individual is used as the basis for employment or education decisions affecting such an individual.
3. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or education performance or creating an intimidating, hostile, or offensive work or educational environment.

Types of Sexual Harassment:

Quid Pro Quo

Examples:

- "If you have sex with me, you will get a raise."
- "If you have sex with me, you will get an 'A' grade."

Hostile Environment: Unwelcome behavior that is severe and pervasive and unreasonably interferes with the person's work or education. There are generally three categories of behavior that can create a hostile environment:

1. Third Party: sexual conduct that is welcome and reciprocated, but creates a hostile environment for others.
2. Sexual Favoritism: sexual conduct that is welcomed and reciprocated, but results in unfair treatment of others.
3. Sex-Based: Any harassing conduct (including, but not limited to, sexually charged "jokes," singling out students for additional work, or inequities in grading policies) that is based on gender.

Responding to Sexual Harassment:

1. Confront the harasser and tell that person that the harassment must stop.
2. Report the harassment to appropriate personnel (i.e., Supervisory personnel, Human Resources, and the Division of Inclusion, Diversity, Equity and Access [IDEA].)

Students with Disabilities: In accordance with university policies and state and federal regulations, the university is committed to full academic access for all qualified students, including those with disabilities. Students must be registered with the Office of Disability Access (ODA) to receive a special accommodation. The ODA collects proof of disability and recommended compensation techniques from the licensed or certified professional who made the diagnosis of disability. Students who have disabilities that are covered by the [Americans with Disabilities Act](#) and who have been properly registered with the ODA are called "qualified students." Instructors are expected to make reasonable and appropriate adjustments to the classroom environment and the teaching, testing, or learning methodologies to facilitate equality of educational access for such qualified persons with disabilities.

Within the first week of class, qualified students must notify the instructor that special accommodations will be needed. A qualified student should present a special Accommodation Request Form that will contain information relative to the special needs of the student and will assure the instructor that proof of disability is on file with the ODA. Students who do not present such a form can be referred to the ODA for assistance in completing the Accommodation Request.

The qualified student and the instructor will attempt to reach mutual agreement on how accommodation is to be achieved. ODA can be called upon to provide assistance in determining the accommodations that shall be provided and for assistance in providing some of those accommodations. (See <https://studentaffairs.unt.edu/office-disability-access>)

Dealing with Language Problems: Most international students have appropriate English language skills. They understand the lectures and comprehend the reading material. As they use English actively in discussions and especially in writing, language acquisition errors may become more evident. Accents can affect pronunciation and understanding by native English

speakers. As a rule, all instructors need to be aware they may have a student in class whose first language is not English. Showing appropriate and respectful concern and awareness about the students' specific language difficulties will aid in their overall performance in the class.

In a class based upon students' verbal participation, heavy accents may prevent students from contributing to the class discussion and may consequently affect their grades. Usually, accents do not change even when students improve their English skills. Certainly, instructors cannot correct accents, but they can encourage students to participate and help them with their efforts to express themselves. Repeat the student's main point. If you do not fully understand the point, you should say so openly. One of the most frustrating experiences of international students is to talk without any reaction. Ask for further explanation. Many students, out of politeness or indifference or a fear of embarrassing their classmate, prefer to remain quiet and to give the impression that they understand. Correct expressions/language that may help the student in the future.

Pronunciation can become clearer to Americans if the speaker can identify his or her specific difficulties. In extreme cases, if a student's accent is incomprehensible, you can suggest ways of improvement, such as attending a course offered by the Intensive English Language Institute. (See 2.17 University policies and other resources)

When the course requires extensive written work, such as essay exams or term papers, the international student faces a real disadvantage. You cannot and should not exempt such students from these assignments, but there are ways of helping international students. If the midterm and final exams are taken in class, you have only limited devices, such as giving some extra time to the international student or allowing them to bring a dictionary to the examination.

2.17 University policies and other resources

The following are some of the most important UNT web pages that new faculty should know about:

UNT Policy Manual - <https://policy.unt.edu/policy-manual>

Resources for UNT Faculty and staff - <https://vpaa.unt.edu/resources/faculty>

Computing Resources and support - <https://it.unt.edu/itforuntfaculty>

3. Course Preparation

Course preparation is vital to faculties. Course preparation involves syllabus preparation, course material and delivery. More details are introduced below.

3.1 Syllabus Preparation

All faculty teaching for the DIS are required to use a standard syllabus. The University provides a general syllabus template at <https://clear.unt.edu/teaching-resources/dsi-clear-syllabus-template>. For examples within the College of Information please see current faculty profiles. Those can be accessed by visiting <http://faculty.unt.edu> and choose a faculty name or course. Under the CurrentScheduled Teaching portion, click on the Syllabus link.

Each semester, all faculty members are required **to email their syllabi to the INFO Office to be permanently filed in accordance with University policy and to upload them to FIS (facultyinfo.unt.edu)**. You may obtain syllabi from previous semesters to use as guides in constructing your syllabus. Naturally, in the spirit of academic freedom, you are accorded the right to teach the course as you see fit, using instructional materials, assignments and exams of your own creation. We ask, however, that you strive to retain or improve the goals and objectives listed in previous syllabi for the same course. This is especially important for courses that are prerequisites for more advanced courses.

Texas law requires that syllabi from undergraduate courses be published. UNT meets this requirement by asking faculty teaching undergraduate courses to publish the syllabi for these courses as part of their faculty profile. See <http://faculty.unt.edu>.

3.2 Course Materials

Textbooks: If you require a textbook for your course, complete a textbook adoption form on the Barnes and Noble site, accessed through the Faculty Homepage in myunt.edu. The material request needs to be entered even if you won't be using a textbook, since the agreement with Barnes and Noble extends to indicating if we are or are not using a textbook. This information must be entered well in advance of the semester start:

- by October 1 for the spring semester;
- by March 1 for the summer sessions; and
- by April 1 for the fall semester.

If you wish to request a desk copy of a textbook, contact the Assistant to the Chair.

Print documents: You may hand out print copies of course documents, such as your syllabus, and copies of copyrighted works within certain constraints. See UNT policy on [Copyright Compliance](#) Policy number: 08.001 for class use: <https://policy.unt.edu/policy/08-001>

Electronic documents: You may post copyrighted works with permission of the copyright owner. See UNT Web Publishing Policy (<https://policy.unt.edu/policy/14-007>). You may also provide links to copyrighted materials that are publicly available on the Web and to UNT Libraries electronic resources that are accessible to UNT students and employees through licensing agreements.

3.3 Onsite delivery

Faculty teaching on the Denton Main campus or Discovery Park should attend to the following:

Classroom: The classroom should have the necessary equipment for your use. Plan to arrive early for the first class and have a computer lab attendant demonstrate how to turn equipment on and off, use remote controls, etc. Contact the Division of Digital Strategy and Innovation known as DSI Tech (Formerly Classroom Support Service) in advance with this request.

<https://classroomsupport.unt.edu/>

Room keys: If your class meets evenings or weekends, the classroom may be locked. In order to obtain a key please contact the Assistant to the Chair prior to your class meeting time. You can contact Penny Light at 940-369-7188 or penny.light@unt.edu

Computer lab: If you want to schedule a classroom meeting in a computer lab within the Discovery Park building please contact Dr. Yunfei Du at Yunfei.Du@unt.edu or 940-369-8093 prior to the date and time requesting. If this request is part of the regular schedule for a course, it must be scheduled according to the requirements in 2.3 Course Scheduling.

Parking: There are several coin operated meters located throughout the Discovery Park parking lots. However, if you will be parking on campus frequently you are required to purchase a parking permit. Parking permits may be purchased from the UNT Parking Office. For more information regarding parking permits please visit the UNT Parking Office website at <https://transportation.unt.edu/>.

If your onsite course is supported by materials in a website or is delivered in a blended format (some onsite and the rest online), check the guidelines for online delivery below.

3.4 Online delivery

UNT uses the CANVAS Learning Management system (LMS) for online course delivery. You may use CANVAS to deliver course content, conduct course activities, provide feedback as well as grades, and communicate with your students via discussion, email, and chat. If you are new to CANVAS, we recommend that you take advantage of some of the training services offered by the Center for Learning Enhancement, Assessment, and Redesign (CLEAR). In addition, CLEAR provides extensive support for online course development and maintenance. See the Teaching Online section of the Teaching Handbook at <https://teachingcommons.unt.edu/teaching-handbook/teaching-online> for a list of CANVAS training and tutorial resources.

CLEAR provides information about technologies supported in CANVAS:

<https://clear.unt.edu/approved-and-supported-technologies/canvas>

Become familiar with the CANVAS Faculty Resources pages at <https://clear.unt.edu/services/lms-support>. CLEAR has provided numerous guides and step-by-step instructions for common tasks in CANVAS. For example, one of the preferences offered to students and faculty is adding pronouns to your profile in CANVAS:

<https://support.zoom.us/hc/en-us/articles/201363203-Customizing-your-profile>

Faculty Support on CANVAS: Faculty support for CANVAS is provided by CLEAR. The faculty support Helpdesk is in UNT Support and Services Building, 1500 N Interstate 35. The Faculty Helpdesk is there to troubleshoot problems you may encounter. To report a problem, email clearhelp@unt.edu or call 940-369-7394.

4. Teaching

Teaching is one of the prime responsibilities for faculty. Teaching involves evaluating students, setting expectations and providing feedback, etc. More details about teaching are introduced below.

4.1 Evaluating Students

One of the principal duties of an instructor is to assign letter grades in accordance with UNT regulations. Grading is often complex and time-consuming. The following points are designed to help you avoid common grading problems. Hard work, enthusiasm, and politeness count, but do not substitute for the quality of a student's work. A UNT degree certifies competency. Our responsibility is to uphold this goal. If a radical discrepancy occurs between in-class performance and the graded paper or exam, work closely with that student to try to uncover the problem. Grading multiple choice or short answer examinations is relatively straight forward; standardize answers and assign numerical equivalencies. Before grading an essay examination, establish the components of a good answer.

4.2 Setting Expectations

One of the most important steps in evaluating students and avoiding student complaints is identifying your objectives for both you and the students and making your expectations clear. Specify on your syllabus how students will be evaluated (What percentage of their grade will be based on tests? Will the exams be comprehensive?). For longer written assignments (projects and papers), be clear about what skills and content students should demonstrate: should students demonstrate creativity, should they demonstrate knowledge of a specific subject before providing their own analysis?

Setting expectations will help you evaluate student work as well. If you know what your objectives are, you can create a rubric that matches those objectives. A rubric is a clear statement of the objectives of an assignment and an allocation of points to each objective.

For example, if you've specified that a paper should connect a concept to course readings, you might assign 10 points on the rubric to "tying concepts to course readings". As you grade, you can evaluate how the paper performed on that objective and give it a score of 1-10 for how successfully it achieved that objective. You might also assign a point value for following formatting requirements, abiding by length guidelines, being on time, etc. When you have completed evaluating each element of the rubric, you simply add the elements, and you have a score.

Using a rubric helps students identify exactly where they went wrong (and where they went right). It also helps to establish credibility for your grading and ensure that your grading is consistent across students.

4.3 Providing Feedback

Our job as instructors is to help students improve; as a result, instructors tend to focus exclusively on students' weaknesses. Providing only negative feedback, however, demoralizes students. When you provide feedback for students, always start by identifying one positive feature of a paper or assignment. Sometimes this is challenging, but it increases the likelihood the student will construe the negative feedback as constructive.

When you do discuss weaknesses, be sure to be specific. "This is terrible" and "You've missed the mark" are not constructive. Specify the problem ("your thesis statement is not clear"); explain why it's a problem ("it's not clear which position you support until the last paragraph; as a result,

readers are not sure how to evaluate the information you provide in the body paragraphs"); and provide information that will help the student do better next time ("a reader should always know what position you are taking by the end of the first paragraph").

You also might try to keep your remarks impersonal. That is, instead of saying "You misinterpret the problem here: or "You have not analyzed the question very thoroughly," write that "The paper misinterprets ..." This will help ensure that students do not feel personally attacked by your written comments.

With exams -especially multiple-choice exams -detailed comments may not be appropriate or feasible. Instead, you can provide students with a summary of student performance. Identify questions that large groups of students struggled with and explain why students might have gotten the answer wrong (or, at a minimum, why the correct answer was correct).

Evaluate and return graded work to students promptly. It is important that students have information about their progress in a class and feedback that will allow them to improve their work.

4.4 Exams and Tests

The purpose of exams is to assess student learning. Exams are not meant to trick students or confuse them. Make sure that exam questions are related to important learning objectives (rather than asking questions about insignificant details in the text). If you have clearly stated your objectives to students, those objectives should guide you in creating exam questions. For multiple choice questions, make sure that there is one (and only one) correct answer to the question. For short answer questions, make sure that the question reflects the information you will be looking for in a good answer (for example, if you want three examples of a concept, specify that in the question).

It is always a good idea to have someone else read your exams for you. Not only will they identify typographical errors (which can confuse students and cost them valuable time during the test), but also, they can catch questions that are confusing. Draft your exams far enough in advance that you can have someone proofread the exam for you; you can revise the exam; and you can get the exam printed before the exam takes place. Ask the administrative staff in your department about copying services and the availability of scantrons (computer-readable answer sheets).

4.5 Inclusion, Diversity Equity and Access

President Smatresk and UNT leaders from across the university worked together to create an action plan to ensure our university better incorporates initiatives targeted at advancing diversity and inclusion on campus. To learn more visit: <https://president.unt.edu/diversity-and-inclusion-campus> .

The Division of Inclusion, Diversity, Equity and Access (<https://idea.unt.edu/>) identifies their goal: to champion equity, access, and engagement to create a welcoming campus community where diverse faculty, staff, and students thrive.

Additional resources are available at: <https://idea.unt.edu/event/creating-inclusive-and-accessible-environments-15>

4.6 Academic Dishonesty

It is an unfortunate fact that some students will engage in cheating, plagiarism, and other forms of academic misconduct. As an instructor or TA, you need to be prepared to deal with those occasions. The Information Science Department follows the Academic Integrity and Misconduct Guideline, located on the DIS website: About Us => Departmental Guidelines [Departmental Guidelines | Department of Information Science \(informationscience.unt.edu\)](#)

Plagiarism: In grading term papers or other written assignments, instructors and TAs will need to be on guard against plagiarism. Since students often claim that they do not understand this form of academic dishonesty be prepared to explain what plagiarism is and what punishment is appropriate when it is detected.

The Code of Student Conduct states that the term "plagiarism" includes, but is not limited to:

- a) The knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgement and
- b) The knowing or negligent unacknowledged use of materials prepared by another person or by an agency engaged in the selling of term papers or other academic materials.

It is also important to make sure that students know the consequences of academic dishonesty from the beginning of the course. The actual consequence for plagiarism will likely depend on departmental policy, the course syllabus, and the gravity of the offense. In explaining the consequences, instructors and TAs should simply repeat and interpret the policy given in the course syllabus.

When an instructor or TA suspects plagiarism, the student should be confronted in private and given an opportunity to dispute the allegations. Instructors should discuss the matter with the student themselves, make a judgment as to whether the student is responsible for plagiarism, and assess penalties if convinced that the student is responsible. TAs should turn over cases of suspected plagiarism to the supervising instructor. Students who wish to protest a decision should be informed of their rights to appeal under the grade appeals policy.

Further information on academic dishonesty and integrity can be found at the Office of the Provost Student Success website: <https://vpaa.unt.edu/ss/integrity> .

Preventing Academic Dishonesty: the best way to deal with academic dishonesty is to prevent it. Make sure your syllabus addresses academic misconduct and the possible penalties you will impose (failure of an assignment, failure of the course, referral to the Center for Student Rights and Responsibilities). Direct students to the Department's Academic Integrity and Misconduct Guideline.

1. Make different versions of a single test to keep students from looking at their neighbor's test. For example, if you are administering a multiple-choice test, you can randomize the question order or the answer order (or both). Print one version of the exam on a different colored paper

(blue, pink, etc.) or put a notation on the exam itself. Alternate the versions of the exam. If you do this, make sure that you use the proper key for each exam you will be scoring.

2. Restrict the use of cell phones in class during testing. Prohibit students from wearing headphones or hats with brims during exams.

3. Make sure students know that they cannot leave the room during the test (they need to attend to personal needs before the exam period begins). Faculty may also consider a policy of not handing out blank exams after the first completed test is turned in.

4. Create novel paper assignments to reduce the ability of students to find "canned" essays that they can adopt wholesale. Require them to utilize a specific set of sources (in addition to others) to make it more difficult to purchase or steal an essay from an online source.

5. Notify students in advance that you will be searching for plagiarism using Turn-It-In or a similar plagiarism detection program; if students know they are likely to get caught, they are less likely to cheat.

Handling Academic Dishonesty: no matter how many steps you take to prevent academic dishonesty, it may still occur.

Advice about how to proceed along with the forms to use in reporting incidents to the Office of Academic Integrity are located at <https://vpaa.unt.edu/ss/integrity>.

Resources Related to Plagiarism. Encourage students to review the following resources to increase their understanding of plagiarism and how to avoid it. These resources provide general information only and could be included in your syllabus. The UNT Academic Integrity Policy 06.003 and the UNT Code of Student Conduct and Discipline are the authoritative policy statements for all students enrolling in DIS courses.

Plagiarism: What It is and How to Recognize and Avoid It:

<https://wts.indiana.edu/writingguides/plagiarism.html>

Plagiarism and the Web: <http://www.wiu.edu/users/mfbhl/wiu/plagiarism.htm>

Scribbr.com: <https://www.scribbr.com/category/plagiarism/>

Yale Poorvu Center for Teaching and Learning:

<https://poorvucenter.yale.edu/undergraduates/using-sources/understanding-and-avoidingplagiarism/what-plagiarism>

University of North Carolina Chapel Hill: <https://writingcenter.unc.edu/tips-andtools/plagiarism/>

University of North Texas Plagiarism Resources: Department of Information Science Fall 2021 Open House – Preventing Academic Integrity (Zoom Recording):

<https://informationscience.unt.edu/is-open-house-content-pw>

Academic Integrity Office - Office of the Provost – Student Success:

<https://vpaa.unt.edu/ss/integrity>

UNT Academic Integrity Officer Dr. Karen Weiller-Abels

Citing sources; *UNT Libraries link to style manuals:*
<https://guides.library.unt.edu/citations-style-guides>

Favoritism, Fairness, and Consistency: Despite an instructor or TA's best attempts to keep grading objective, every grade contains an element of subjective judgment. However, because they see it as a direct attack on their authority, some instructors and TAs may get defensive when a student questions a grade. The best way to avoid this appearance of arbitrariness is to spell out as clearly as possible your grading policy and have a reasonable number of assignments throughout the semester. The student should know how he or she is doing in the class all during the semester, so the final grade will not be a shock.

4.7 Grade Conflicts

Nearly every instructor and TA at one time or another will have to deal with students who are extremely unhappy with the grade assigned to their work. Many students have their ego so tied to their schoolwork that a relatively low grade becomes a blow to their self-esteem. Others are under intense pressure to perform well to be admitted to law school, graduate school, maintain scholarships, etc. As a result, debates with students over grades can often become unpleasant. Explain to your students that your role is to evaluate their ability to learn and apply course material. Make it clear to them that you are not judging them as human beings and that the same standards apply to everyone in the class.

Graphing Grades: Graphing the distribution of your grades provides another means of checking yourself. A fair scale reflects the entire range of grades with the bulk of students doing average work. If all of the students fail or if most students make A's, the evaluative processor course content may need re-evaluation.

Pressure from Students: Often students will try to pressure instructors or TAs by telling them they always get 'A's or that they need to get an A in this class to get into medical school. Firmly explain to such students that their aspirations or previous academic performance in no way affects your grading policy and that it is not your responsibility to see that they get into the medical school of their choice. Make it clear to students that such pressure will not sway you. This will help minimize frivolous grade complaints.

Avoid intimidating students into thinking that they have no right to appeal their grades -often their complaints about grades are legitimate. When you hand back graded work, explain the procedure for appealing a grade. And make sure to treat any such complaints with an open mind.

Grade Appeals: The grade appeal procedure policy/procedure can be found at <https://policy.unt.edu/policy/06-040>. Students should be encouraged to contact the instructor first with questions regarding grades.

4.8 Student Behavior Issues

Emotional Students: Grade disputes are sometimes charged with emotion. In a few cases, students who associate their self-worth with their grades may become distraught and begin to cry when they come to discuss their grades with you.

Obviously, it is important first to try to calm them down; then explain to them that the grade you assigned their work, though perhaps lower than they hoped for, should in no way be interpreted as a sign that they are incapable of learning. Convince such students to strive for improvement; reassure them that they are intelligent and capable.

Belligerent Students: In a few cases, students may be belligerent in grade disputes. If students approach you with grade disputes, but are unwilling to accept your explanation of their grades, then you should advise them of their right to appeal grades. You should, however, stand your ground. If you "give in" to belligerent students, it invites other students to employ similar tactics.

Student Behavior: During the first class in the Masters Degree IS/LS Core, students sign a document agreeing to the official university Code of Conduct for the duration of their participation with the program. While the university encourages the open exchange of ideas, students and faculty are expected to treat each other with respect. Furthermore, DIS students are expected to be familiar with and respect intellectual property and to employ proper attribution.

If an instructor encounters student behavior that interferes with the learning environment, they should take appropriate action. While most situations can and should be resolved between the instructor and student, the Department Chair and the UNT Center for Student Rights and Responsibilities can be valuable resources: <https://studentaffairs.unt.edu/dean-of-students/conduct/responding-to-disruptive-student-behavior> .

4.9 Emergencies

If an emergency occurs in your classroom, call 911. If on campus, the UNT police will respond. Otherwise, the local first responder will be involved.

4.10 Faculty observations

Although faculty are strongly encouraged to develop their own materials and teaching styles, the continuing success of the Program depends on ensuring that the quality of all course content and delivery are sufficient and appropriate. There are two processes in place to help ensure this quality. First, all online courses go through CLEAR's Continuous Improvement Consultation (CIC) process once every three years. Second, every online course can be observed through a process administered by the Chair and PAC.

4.11 Student evaluations

All DIS students have the opportunity to evaluate the course and instructor, using a standard UNT evaluation instrument. Student Perceptions of Teaching (SPOT) is the student evaluation system for UNT, implemented in summer 2015, to comply with the State of Texas House Bill 2504. The instrument is administered electronically near the end of the semester: <https://vpaa.unt.edu/spot> . Instructors are asked to encourage students to complete the evaluations as important feedback on the course and instructor. Instructor SPOT reports for previous semesters are available via the Faculty Information System: <https://facultyinfo.unt.edu/>

4.12 Audit Rolls and Submitting Grades

Each instructor is required to complete an audit roll after the 12th class day. The roll will appear in your faculty section of your MyUNT portal <http://my.unt.edu> . Instructors are requested to

indicate students who have attended at least one class session (logged in for online classes) and to add the names of any students who are attending but are not on the list.

Grades are submitted through the Faculty section of MyUNT <http://my.unt.edu> . Final grades should be posted by the deadline, usually the Monday following graduation. See <http://catalog.unt.edu/> for the academic calendar.

4.13 Web support

Help for submitting final grades in EIS is available at the MyUNT portal (<https://my.unt.edu>). The CANVAS login page <https://unt.instructure.com/login> contains links to information to use during and at the end of the semester, including faculty help desk, backing up and resetting your course site, and requesting a course archive.

4.14 Weather-related closings

The University remains open unless severe weather conditions prevent the majority of students, faculty, and staff from reaching campus.

All faculty members are encouraged to update their phone numbers in my.unt.edu so that they can be alerted regarding university closing through the Eagle Alert system www.unt.edu/eaglealert. Closings are also announced on the UNT homepage and by local news media.

Online classes are not canceled unless there is a scheduled on-site session during the time of the closing. If you are teaching online, consider posting a reminder that assignments or tests are due as scheduled.

5. College and University Resources

5.1 Chair's Office

The Chair's Office staff can assist faculty with copying, mailing, and other routine tasks, given sufficient advance notice. For assistance with computer equipment and media resources, contact the CAS.

5.2 UNT Computer Lab

All UNT faculty members may use any general access computer lab on campus by presenting their UNT ID cards when they enter the lab. There are several general access labs located throughout the UNT Discovery Park Campus. Faculty members are subject to the same lab rules as students.

5.3 UNT Libraries

All UNT faculty members have library checkout privileges using their ID cards. Part-time faculty may obtain a UNT ID card from the UNT ID Office in the Eagle Student Services Center. Only employees who are classified with their departments as faculty, adjunct faculty or visiting scholars have faculty checkout privileges. Graduate teaching fellows retain their graduate student privileges as long as they are enrolled in classes. If they are not enrolled in classes, they may contact the UNT Libraries Circulation Department at circ@unt.edu to inquire about receiving library privileges.

Appendices

Appendix A – Instructor Checklist Before the Semester

Order textbooks (see 3.2 Course Materials)

Consult with CLEAR about use of CANVAS for online teaching

Verify and confirm the meeting time(s) and date(s) for all of your courses by checking the UNT Schedule of Classes: <https://registrar.unt.edu/registration/schedule-of-classes#lis>.

If any changes are needed contact the Associate Chair at Barbara.Schultz-Jones@unt.edu and the IS Department Student and Program Coordinator, Stephen Lancaster, at Stephen.Lancaster@unt.edu

Prepare Syllabus:

- Office hours, location, contact information
- Learning objectives
- Required materials
- Basis for evaluating students
- Class policies
- Class schedule (including dates of assignments)

Upload all course syllabi into your Faculty Information System (FIS) portal

Click the following link for instructions: [Uploading Syllabus into FIS](#)

Upload most recent CV into your Faculty Information System (FIS) portal

Make sure to “publish” all course materials in Canvas so students can have access on the first day of the semester. To “publish” your course, you will need to click on each of your courses and select “Publish” located under “Course Status” in the top right-hand corner

If you have any students requesting to be “added” to a course that is currently full, please contact the COI Advising Team at CI-Advising@unt.edu for guidance

Follow-up with the Department Associate Chair with any instruction or course content related questions at Barbara.Schultz-Jones@unt.edu

Consult with TAs about their office hours, contact info, and duties (see Checklist for TAs below)

Provide syllabus, office hours, and contact information to department

Develop system for taking attendance (to verify audit rolls)

Visit classroom to identify media availability, if teaching on campus

Checklist for TAs

- Meet with instructor before classes begin to cover expectations and responsibilities
- In consultation with instructor and other TAs, set office hours
- Agree on attendance/class facilitation
- Provide instructor, fellow TAs, and department admin with your office location, office hours, phone, and email contact information

- Attend first day of class (and afterwards, as instructor requests)
- Document interaction with students (keep emails and responses)
- Meet with instructor every 2 weeks (or so) to make sure you are meeting expectations and to voice any concerns
- Grade assignments fairly and quickly.

Appendix B – Instructor Checklist for First Day of Class

Arrive early to get the lay of the land

Set up A/V equipment and touch base with Tas

Introduce yourself and TAs and identify class

Take attendance

Distribute syllabus and go over key points (readings and course requirements)

Advise students of class policies including:

- How you will contact them
- Attendance policy
- Academic Misconduct policy
- Late policy
- Use of CANVAS and other technology

Provide some content or ice---breaker activity to engage students

Advise students about expectations for next class period

Appendix C – Instructor Checklist First Two Weeks

Keep track of attendance, verifying that each student has attended once

Complete audit roster through your faculty center at: <https://my.unt.edu> before the deadline (usually the 12th class day for long terms)

Identify students in trouble

Provide a few low---stakes grading opportunities

Keep track of student use of CANVAS

Contact students who are not keeping up

- Follow up with Early Alert system (in my.unt.edu grade roster)

Meet with students with disability accommodations to ensure they are receiving then necessary accommodations

Meet with TAs to make sure they are comfortable with their responsibilities

Appendix D – Instructor Checklist Large Classes

Take attendance with a checklist or sign-in sheet (or via Clickers)

Have students turn in work electronically to minimize loss of papers and facilitate return of work

Consider a seating chart to facilitate group work

Reduce the opportunity to cheat on exams by:

- Use multiple forms of an exam, alternating forms by seat
- Consider having students (or a random selection of students) show ID at the beginning or end
- Forbid hats with brims, headphones/ear buds, trips to the bathroom, and all cell phones (if they ring, they ring – don't touch)

Use the grade book feature in CANVAS so students can keep track of their own grades and identify grade entry errors sooner (place a limit on appeals).

Use the discussion board and/or announcement features of CANVAS to convey student questions and their answers.

Build in extra points or “drop the lowest” one or two scores on small assignments so that you can implement a zero-tolerance late policy (which reduces administrative work).

Critically evaluate how you will divide TA work, and provide each TA with clearly defined roles

Appendix E – Instructor Checklist Last Two Weeks of Class

Administer exam or similar assessment during the time period assigned by the Registrar (<http://essc.unt.edu/registrar/s>)

Remind students to complete the Student Perceptions of Teaching (SPOT) assessment in their MyUNT portal <http://my.unt.edu> to provide feedback on the course and instructor.

Submit grades through your faculty center at <https://my.unt.edu/> before the deadline (See <http://catalog.unt.edu/> for the academic calendar)

Determine method for retaining important student records (such as exams, answer sheets, papers, and calculations of student grades).

Organize your own class files (lecture notes, exams, quizzes, handouts, etc.) to save time and energy in future semesters.

Update your curriculum vita and teaching portfolio to reflect your experiences and student feedback.

After the semester has ended, enjoy a well-deserved semester break!