

# DEPARTMENT OF HISTORY FACULTY HANDBOOK

For the University of Maryland Faculty Handbook of Policies and Resources,  
see: <http://www.faculty.umd.edu/>

A copy of the University of Maryland Teaching Policies and Guidelines for Faculty 2011-12 is available  
in the Department of History office (Key 2115) or online  
at: <http://www.faculty.umd.edu/teach/InstructionalGuide.htm>

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## GETTING ORIENTED

### First steps: Directory ID and University Photo ID

Before being able to access many online resources at the University of Maryland, you must establish your online identifier (Directory ID). For assistance with this, see the Faculty and Staff Account Activation page at <http://www.oit.umd.edu/new/employee.html>

For information on your University Photo ID, see New to the Department on the Department of History website: <http://www.history.umd.edu/Internal/newhire.htm>

### Getting to and from campus

Parking Permits: Contact Paula Barriga Sanchez in the Department of History office, 2115 Francis Scott Key (Key).

Shuttle-UM provides bus transportation to campus from three area metro stations: College Park, Prince George's Plaza, and Silver Spring. For complete service routes and schedules, see: <http://www.transportation.umd.edu/routes/commuter.html>

### Your office, building access

Each member of the teaching faculty will be assigned office space in either Francis Scott Key Hall or Taliaferro Hall (TLF). See Paula Barriga Sanchez in the history department office for keys and to have your University ID coded for after-hours building access. Lost keys should be reported to Paula Barriga Sanchez (405-4265); there will be a charge for replacement keys.

Faculty offices are equipped with desks, chairs, bookcases, and file cabinets. If you need any furniture, contact Courtenay Lanier at 405-4260.

### Phones and Email

#### Voicemail

Every faculty office is equipped with a telephone and voicemail service. To set up your voicemail, access this brochure: <http://www.oit.umd.edu/units/nts/brochures/vmail/>. If you experience any problems, Star Angelopoulos (405-4263) can assist you.

#### E-mail

**Mail@umd** is the University e-mail service. To activate your account, if you are new to the University, go to <http://www.oit.umd.edu/new>.

You may retrieve your email via a web browser such as Internet Explorer or Firefox, a graphical mail client such as Outlook Express or Thunderbird, or a text-only client such as Pine. For more information, visit <http://www.helpdesk.umd.edu/systems/mailatumd>

### Your Computer and the College Server (ACS)

The College of Arts and Humanities fileserver, ACS, provides secure storage space for your files. All desktop computers in the college have been configured to connect to ACS. For more information on saving your files to the server, see: <http://www.arhu.umd.edu/technology/acs/documentation/savingontheserver.pdf>. If you have problems connecting or need help to create a shortcut, call 405-2104 for assistance.

For instructions on accessing from your home or other off-campus computer those files you have saved on the server, go to: <http://www.arhu.umd.edu/technology/acs/documentation/acconnect.html>

### **UM VPN (Virtual Private Network)**

To connect to the College Server if you are off-campus and connecting to the internet through a commercial service provider, you must use the UM VPN client. Instructions on how to setup your home computer with the VPN client are available at: <http://www.helpdesk.umd.edu/topics/applications/vpn/>.

### **Photocopying/Duplicating**

Each faculty member will be assigned a four-digit copy code; please see Courtenay Lanier in 2115 Key. Faculty with offices in Taliaferro will use the copier in 2106 TLF; those with offices in Key will use the copier in 2114 Key.

Presently the department has only 2 photocopiers—and photocopying should be kept to a minimum. For courses, faculty can photocopy syllabi, exams, and handouts. But articles and other course readings should be scanned and uploaded into ELMS Blackboard.

**To request duplicating for classes, submit your syllabus and other materials at least 48 hours in advance.** See the Department of History Work Order forms immediately to your left when entering 2115 Key.

**Note: in courses where there are teaching assistants, those t.a.s are expected to do the duplication of course materials.**

If you have a large quantity of pages to copy, such as a manuscript, inform Catalina Toala and she will send it out.

### **Scanning**

The office staff will scan photocopied articles or book chapters and provide you with a pdf file of the material. Please use the Department of History Work Order form and provide an email address, server location, or CD for receiving the pdf file. **Please submit requests at least 48 hours in advance.**

### **Supplies**

*Examination booklets* are available in the overhead cabinet in the department mail room.

*For regular office supplies*, fill out a History Department Supply Request form in the Work Order bins immediately to your left when you enter 2115 Key. If you need an item not regularly held in stock, contact the main office in 2115 Key. Allow at least 72 hours for your request to be filled if it is a regularly stocked item; special requests may take up to two weeks.

### **Mail**

All teaching faculty are provided a mailbox in 2114 Key. Bins for outgoing mail are also located in 2114. Please ask in the history department office for information on mailing large packages or mailing to addresses outside the United States. To send an item by Federal Express, please see Courtenay Lanier.

### **Faxing**

The fax machine in 2115 Key is available to faculty as needed. See Catalina Toala for assistance sending international faxes.

### **University of Maryland Website**

**Finding Someone:** the University Directory

The University directory (<http://www.umd.edu/directories/>) can be used to locate faculty, staff, and student addresses, email addresses, and telephone numbers. To search the directory for a student, you must log in with your Directory ID and password.

### **Finding a Course:** Testudo

Course schedules may be found on Testudo. Go to <http://www.testudo.umd.edu> and click on Schedule of Classes. From this site you can monitor your enrollment and waitlist numbers. When you order your course textbooks from the University Book Center, students will be able to view the list of books from this schedule of classes.

### **Finding the Academic Calendar**

Go to Testudo (<http://www.testudo.umd.edu>) and click on Academic Calendar. (The tentative calendar for future academic years can be viewed at: <http://www.provost.umd.edu/calendar/>).

### **Finding Your Way Around Campus:** Campus Map

For the campus map, go to: <http://www.parking.umd.edu/themap/>

### **Department of History Website:** <http://www.history.umd.edu>

Faculty bios as well as information on the Undergraduate and Graduate Programs, the Center for Historical Studies, Projects, Department News and Events, and the Department Calendar are available on the history department website. **To add or update your faculty bio** or to submit information for inclusion on the website, contact Courtenay Lanier at 405-4260 or [clanier@umd.edu](mailto:clanier@umd.edu).

Also available on the department website are the History Department Plan of Organization and the History Department APT (Tenure and Promotion) Guidelines. Go to: <http://www.history.umd.edu/Internal/departmental.htm>

### **News and Information**

**ARHU-NEWS** is the College of Arts and Humanities edited listserv for information and announcements of interest to the College community. To submit items for circulation via ARHU-NEWS follow the guidelines available at: <http://www.arhu.umd.edu/technology/acs/policies/guidelines.html>

**FYI** is the campus wide listserv for faculty, staff, and graduate students announcing University of Maryland programs and activities. For information on subscribing to FYI or submitting an item for distribution through FYI, see <http://www.umd.edu/fyi/>.

*Between the Columns*, the University of Maryland faculty and staff newspaper, is published monthly. For information on subscribing to *Between the Columns*, see <http://betweenthecolumns.umd.edu/>

*Diamondback*, the student newspaper, is available free in buildings throughout the campus and online at <http://www.diamondbackonline.com/>. The *Diamondback* is published five times a week during the academic year and weekly in the summer.

### **Department of History Communications**

#### **Moderated Listservs and Mail Reflectors**

[hist-department@listserv.umd.edu](mailto:hist-department@listserv.umd.edu)

History faculty, adjunct faculty, and staff

[hist-fac@listserv.umd.edu](mailto:hist-fac@listserv.umd.edu)

History faculty

[hist-us@umd.edu](mailto:hist-us@umd.edu)

U.S. caucus

[hist-eur@umd.edu](mailto:hist-eur@umd.edu)

European caucus

[histwomencaucus@umd.edu](mailto:histwomencaucus@umd.edu)

Women and Gender caucus

[eas-list@umd.edu](mailto:eas-list@umd.edu)

Early American Seminar

[hgsa@umd.edu](mailto:hgsa@umd.edu)

History Graduate Students Association

[gradhist@listserv.umd.edu](mailto:gradhist@listserv.umd.edu)

Graduate History Students

## **Department Newsletter**

The **Chair's Bulletin** is distributed monthly via your department mailbox and is available online at <http://www.history.umd.edu/bulletin.htm>. If you have news or information to include in the bulletin, send the information to Courtenay Lanier at [clanier@umd.edu](mailto:clanier@umd.edu). Deadline is the 28<sup>th</sup> of each month for the following month's publication.

## **Faculty Meetings**

The Department Assembly convenes regularly to consider and vote on matters of importance to the department and its programs. Meeting days and times are announced via email or posted in the department office.

## **Caucuses**

Throughout the academic year faculty meet in caucuses to consider matters pertinent to their field. Among the standing caucuses are U.S., European, Latin American, and Women and Gender.

## **The Nathan and Jeanette Miller Center for Historical Studies**

The Nathan and Jeanette Miller Center for Historical Studies brings together faculty, graduate students, undergraduates, and staff within the university and scholars and teachers throughout the state of Maryland and the Washington, D.C., region to discuss important historical issues. In past years the Center has run a seminar series on an annual theme and sponsored scholarly conferences and works-in-progress seminars with faculty members. The Center has also provided funds to support outside speakers for undergraduate history classes.

For more on the Center's activities, see: <http://www.history.umd.edu/HistoryCenter/>

## **PREPARING FOR YOUR CLASSES**

### **Guidelines for Undergraduate Courses (Adopted January 2002)**

#### Preamble

As historians, our mission in undergraduate education is vast and complicated. We hope to teach our students that all of human life is a product of the past and that fully to understand any aspect of human experience requires knowledge of the past that produced it. We hope to make foreign cultures and institutions more familiar and familiar cultures and institutions more foreign. We encourage the pursuit of understanding before judgment. Integral to these ways of understanding the world is a basic set of skills that we also hope to teach our students. The following guidelines are meant to help us promote these skills as systematically as possible within our undergraduate curriculum.

These guidelines largely reflect the department's current practice and are not meant in any way as restrictions. They should serve as resources for faculty as they revise old courses and prepare new ones. They will help all of us to situate our individual courses within a larger curriculum that serves both majors and non-majors.

#### Skills We Hope To Promote

1. How to read carefully and write clearly
2. How to engage critically and constructively in discussions with peers
3. How to develop a supportable position on a historical issue
4. How to present one's positions in writing and orally
5. How to distinguish among genres of written works, for instance, primary from secondary sources, monographs from textbooks from novels, scholarly from popular articles.
6. How to interpret primary sources

7. How to identify the arguments of secondary works, including textbooks, monographs, and scholarly articles
8. How to evaluate the arguments of secondary works
9. For majors, how to do research in both primary and secondary sources, including the evaluation and use of web-based materials

Many of these skills, of course, are woven into every history course at every level of our curriculum and need not be highlighted for inclusion at a particular level.

### Recommendations for Lower-Level Courses

At the 100- and 200-level, the Undergraduate Committee recommends that **all students be exposed to primary sources and required not only to evaluate those sources orally in their discussion sections but also to write analyses of them.** Indeed, as much practice in the interpretation of primary materials as possible will encourage students to understand how historical knowledge is created; to read carefully and write clearly; to develop their own positions on historical issues; and to present those positions effectively.

In addition, at the 200-level, we recommend that **all students be required to evaluate in writing the argument of at least one scholarly article or monograph.**

In order for students to have more practice in distinguishing among various genres of written work and to gain exposure to one basic aspect of historical research, students in 200-level courses might also be asked to **devise a very brief annotated bibliography** on a topic related to the course. The bibliography might, for instance, include two primary sources, two secondary sources, and two sources of any kind from online. Such an assignment requires help from the staff in McKeldin and will help lay the groundwork for higher-level courses.

### HIST 208: Historical Research and Methods

At the 200-level, we have one course that is required of all majors. This is our historical research and methods course, which has been described by one insightful faculty member as “research with training wheels.” In this course, students must be drilled in identifying arguments within scholarly works; interpreting primary sources; and evaluating arguments. All students must produce a 10-15 page research paper based on primary sources identified by the professor, and all must demonstrate in that final essay proficiency in citation, argumentation, and historical writing.

### Recommendations for Upper-Level Courses

While we can assume that students in our upper-level courses have usually been exposed to some of the skills on our master list, exposure does not assure mastery. And so, at the upper levels, we will often need to provide students the opportunity to practice skills introduced in lower-level courses. In general, however, we expect the level of analysis and quantity of work to be greater at the upper levels.

At the 300- and 400-levels, the Undergraduate Committee recommends that **students be exposed to both primary and secondary works, with an emphasis on secondary sources.** In these courses, **writing assignments should go beyond evaluation of single sources, primary or secondary; they should increasingly require synthesis of multiple works.** These written assignments might focus exclusively on primary sources, exclusively on secondary works, or on a combination of the two. The major point is that students should gain meaningful experience in pulling a number of works into a conceptual framework of their devising. Most often, professors currently achieve this by assigning several papers based on common readings. Others (slightly over one-third of those surveyed) currently achieve this by assigning a term paper based on sources outside common readings. The latter approach

has the added benefit of asking students to attempt some research. Given that many students in our upper-level courses are not history majors, however, we cannot assume that they have research experience, and so we will probably need specifically to teach the skills required to do research papers in the upper-level courses that required them.

### HIST 408: Senior Seminar

At the 400-level, we offer a second course that is required of all majors. This senior seminar can take either of two forms. It can be a research seminar that allows students greater independence in formulating and designing an original research project than HIST 208 did. Or, it can be an undergraduate version of a graduate readings course in which students read a substantial literature on a particular historical theme. The emphasis in this form of the senior seminar is on synthesis of existing literature rather than primary research but also requires significant written work.

NOTE: Faculty teaching HIST408 should have each student submit duplicate copies of their research prospectus and their final paper. At the end of the semester one copy, ungraded and with the students' names deleted, should be turned in to the History Undergraduate Studies office to be retained for Learning Outcomes Assessment. These may be submitted electronically or in hard copies to Jodi Hall ([jlhall@umd.edu](mailto:jlhall@umd.edu); 2131 KEY).

## **Department of History Responsibilities of Instructional Faculty in Courses with Graduate Teaching Assistants Revised Fall 2008**

**As an instructional faculty responsible for undergraduate History courses with graduate teaching assistants**, you should be aware that your instructional responsibilities are to the undergraduate students in the course *and* to the graduate students working under your supervision. Every instructor will, of course, have a different style of working with teaching assistants. The activities and responsibilities assigned graduate teaching assistants will vary.

At minimum, instructional faculty working with graduate teaching assistants are expected to:

- Meet with the assigned teaching assistant(s) at least once prior to the beginning of the semester to: confirm discussion section scheduling; make appropriate arrangements for the distribution of desk copies and other instructional materials; clarify goals and expectations for the discussion sections
- Review each teaching assistant's discussion section syllabus preferably before the start of discussion sections and absolutely no later than the end of the first full week of classes
- Consult on a weekly basis with your teaching assistants to review course content and to discuss appropriate ways to teach the particular week's work. Consultations will be, ideally, face-to-face meetings at a regularly-scheduled place and time, but electronic communications and/or ad-hoc meetings may substitute on a limited basis
- Conduct two mandatory classroom observations – one early in the semester in order to offer any necessary guidance in conducting discussions and one closer to the conclusion of the course. The observations should include feedback. Best practice: provide TAs written feedback on these classroom observations, especially the early in the semester one so that necessary adjustments can be made by the TA.

- Prior to the grading of examinations and writing assignments the instructor and TA should discuss appropriate answers to exam questions. Once exams and papers, or a portion thereof, have been graded, the instructor and TA(s) should compare evaluations, i.e. what is an “A,” “B,” etc. This comparative evaluation and, if necessary, adjustment is particularly important if there is more than one TA but the instructor’s perspective on the TA’s grading is an important one in any case—for both the undergraduates whose grades are being determined and for the TA who is learning about appropriate standards of evaluation when teaching.
- Arrange for each graduate assistant to conduct a guest fifty-minute lecture, or a portion thereof
- Complete the evaluation of each teaching assistant requested from you by the Director of Graduate Studies near the end of the term. These evaluations and the feedback that you give to your teaching assistants are important for their professional development. Additionally, assessments will be important in evaluating students for renewal of assistantships.

Among the issues about which you will want to have clearly communicated your expectations to the graduate teaching assistants are:

- Your goals for the course, including mastery of content, pedagogy, skills acquisition
- Your expectations for what the teaching assistant is to accomplish in the discussion sections
- Your expectations about handling student absences, extensions, academic integrity, and conflict resolution
- Your expectations for the curricular planning of the discussion sections. Will discussion sections curriculum be dictated by you, developed collectively, or largely at the discretion of the teaching assistant? If there is more than one teaching assistant for the course, how much coordination or congruence in the discussion sections do you expect?
- Your expectations for the conduct and pedagogical style of the discussion section. Do you expect certain types of learning activities? Are teaching assistants free to give students additional materials and assignments in the discussion sections? If so, do you require these to be coordinated among teaching assistants and do you expect to be informed about these materials and assignments?
- Your policies for weight of participation in the overall grade for discussion section and the overall course grade. Be clear on how participation should be measured
- Your expectations for the relative grading responsibilities for the teaching assistant(s). Will you be grading a certain percentage of assigned work? How will you communicate your standards for grading? How will you coordinate grading among teaching assistants if there is more than one for the course?
- When and where you meet with the teaching assistant(s)?
- When will you observe the teaching assistant(s) in the discussion section?
- What are the standards by which you will evaluate the graduate assistant's performance?

The Center for Teaching Excellence is available to you and to your teaching assistants. CTE is located in 0405 Marie Mount Hall, phone number: (301) 405-9356. Information about CTE and its resources can be found on its website: <http://www.cte.umd.edu/index.html>

CTE also makes available a Graduate Teaching Assistant Resource Guide. See: <http://cte.umd.edu/programs/graduate/GTAResourceGuide.pdf>

And, should you have questions or concerns related to working with graduate teaching assistants, contact the Directors of Graduate and Undergraduate Studies in 2131A Key (301-405-4268).

## **About Your Course Materials\***

### **Ordering Textbooks**

#### ***20011-12 Deadlines for Ordering Textbooks***

Timely submission of book orders ensures that sufficient textbooks are available on time for students and facilitates the buyback and resale of used textbooks, which can be a real savings for students. University policy requires submission of all textbook orders by October 1, 2011 for Winter 2012 classes, October 15, 2011 for Spring 2012 classes, March 15, 2012 for Summer 2012 classes and April 1, 2012 for Fall 2012 classes.

#### ***University Book Center***

Textbooks may be ordered online through the University Book Center: <http://umcp.bncollege.com/>; click on Faculty.

#### ***Maryland Book Exchange***

Textbooks may also be ordered through the Maryland Book Exchange. The fax number is (301) 209-7118. If you are ordering books through both UBC and the MBE, after you print your UBC confirmation page you may give that to Paula Barriga Sanchez for faxing to MBE.

**Give a copy of all textbook orders to Paula Barriga Sanchez for the office files.**

#### ***Obtaining Desk Copies***

Desk Copy order forms are available in the history department office.

If the desk copy does not arrive prior to the start date of a course both the University Book Center and the Maryland Book Exchange will allow faculty to purchase books and return them (in new condition, unmarked) for a full refund once the desk copy arrives. Simply return the book with the original receipt.

### **Ordering Course Packets**

Course packets are ordered through BelJean Printing; students will be able to purchase these course packs at the Maryland Book Exchange. BelJean will obtain permissions for copyrighted materials but this process takes time so early submission is recommended. For instructions about assembling your packet, go to [http://www.beljean.com/servicecenter/products\\_services.html](http://www.beljean.com/servicecenter/products_services.html) and click on Course Packets. Once your materials are assembled you may call BelJean, (301) 937-6500, for pickup or drop your materials off at the Maryland Book Exchange (Lower Level).

### **Putting Course Materials on Library Reserve**

As of May 2008 all course reserves are done through the ELMS Blackboard course management system. For information on placing materials on reserve, see <http://www.lib.umd.edu/PUBSERV/RESERVE/>

### **Course Mailboxes**

If you will need space to leave books, articles, or other class materials for students' use during the semester, the Course Mailboxes are to your left when you enter 2114 Key. These are available on a "first come" basis. To claim a mailbox for the semester simply put a label with your name, course number or title, and semester/year. Remember to clean out the course mailbox at the end of the semester and to remove your label to make it available for others' use.

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\* Please also consult Teaching Policies and Guidelines for Faculty 2009-10 regarding Self-Authored Materials, Sale of Course Materials in the Classroom, & Reproduction of Copyrighted Material.

### Library Resources for Your Course

Yelena Luckert and Eric Lindquist are the History Subject Specialists in McKeldin Library. Faculty are invited to request library instruction sessions for their undergraduate and graduate courses. The History Subject Specialists can also design library web pages customized for a particular history course. In addition, they will work with you to design class assignments that are tailored to library resources.

**Eric Lindquist:** (301) 314-7266 or [erickl@umd.edu](mailto:erickl@umd.edu)

**Yelena Luckert:** (301) 405-9365 or [yluckert@umd.edu](mailto:yluckert@umd.edu)

### Examples of Library Websites Customized for History Classes:

History 408P: Writing the History of American Film:

<http://www.lib.umd.edu/MCK/hist408P.html>

History 619E: Nations and Nationalism in Eastern Europe: <http://www.lib.umd.edu/MCK/hist619E.html>

### Scheduling Videos and DVDs for Course Use

Nonprint Media Services (0302 Hornbake Library) is the Audiovisual Library of the University of Maryland Libraries. Among the services Nonprint Media offers are:

- *External Loan of Audiovisual Materials for Course Use*
- *Reserve for Library Owned or Your Personally Owned Audiovisual Materials*
- *Dial Access* (If you want all your students to watch a film or video outside of class, Dial Access is for you. Videos run continuously at regularly scheduled intervals, Monday through Sunday. Students view them at individual carrels but, unlike reserve, a number of students are able to simultaneously access the material.)
- *Group Playback Rooms*
- *Equipment Loans*

For all of these services, online request forms are available

at: <http://www.lib.umd.edu/NPRINT/forms.html>

For more information about Nonprint Media Services, call 405-9236 or go

to: <http://www.lib.umd.edu/NPRINT/nprint.html>

### ELMS Blackboard Course Management System

ELMS Blackboard is the university-wide course management system. To request course space in ELMS Blackboard, go to: <http://elms.umd.edu>. Log in with your Directory ID and password. (See **Technology in Your Classroom** below for information on ELMS Blackboard training sessions.)

### Your Class Roster: UMEG

**UMEG is the University of Maryland Electronic Grading System.** This is the place to view, download, and verify class rosters as well as submit early warning grades and final course grades. UMEG also allows you to see a profile of your class and to see your students' ID photos, a helpful way to begin to put name with face. Additionally, your Coursemail reflector can be easily set up and populated through UMEG. To access UMEG: <http://www.umeg.umd.edu>

**The first time you log into UMEG, make sure to verify your e-mail address.** This is the e-mail address to which emailed rosters and verifications of grades will be sent.

## Course Waitlists and Oversubscriptions

### Waitlists

All courses have waitlists that are maintained by the registrar's office. If you check your course in Testudo (<http://www.testudo.umd.edu>) Schedule of Classes you will be able to see the number of students on the waitlist or in UMEG (<http://www.umeg.umd.edu>) if you click view waitlists under rosters, you will be able to see the names of the students and their order on your course waitlist. In the event a student currently registered drops your course, the first student on the waitlist will be allowed the opportunity to register. This opportunity to register means that students who have requested to be waitlisted for a course must check in daily to see if any seats in the course have opened up and, if so, to register. If a seat opens up and the student who is first does not check in, that opportunity to register will go to the next person on the waitlist.

### Oversubscribing a student into a closed class

If a course is full and no students are on the waitlist, an instructor may (in most cases) oversubscribe a student into the class. **Exceptions and cautions:**

- HIST 208 and HIST 408 are open only to history majors. Permission to register in 208s and 408s must be given by the history undergraduate advising office. Oversubscriptions to 208 are not allowed; oversubscriptions to 408s are strongly discouraged. These courses are designed to be smaller classes with more direct faculty/student contact and thus exceeding the class size is not recommended.
- If a course has teaching assistants, it is the formal policy of the History Department not to permit oversubscriptions of classes that are sectioned into small discussion classes that are supervised by graduate students. There are two reasons for this: The first is the Department expectations regarding maximum teaching loads of graduate students and the second reason concerns the quality of instructions for undergraduates students in a setting designed to allow for greater interaction and discussion.

For a full statement of the Department policy on oversubscriptions,

see: <http://www.history.umd.edu/Policy%20on%20Oversubscription.html>

In all other circumstances, it is the instructor's discretion whether to oversubscribe the class (of course, keeping in mind the size of the classroom.)

If your course is full and you wish to let a student add your class:

- consult UMEG to make sure that there is no student ahead of this student on the waitlist;
- give the student a note or an email granting permission to oversubscribe and direct the student to take that note or forward that email to the history undergraduate advising office (2131C Key Hall; [historyadvising@umd.edu](mailto:historyadvising@umd.edu)).

### Creating a Class Listserv

A Coursemail emailing list may be created through UMEG. Log into <http://www.umeg.umd.edu>, click on Rosters and then Set up Coursemail. The advantage of a list created through Coursemail is that it will be automatically populated with your registered students' email addresses and, throughout the semester as students add and drop, the list subscribers will be automatically updated. Do note that messages will be sent to the email address that students have on file with the university. The default setting in Coursemail allows only the list creator to submit to the list. To allow the whole class to send to the list or make other changes, see the Coursemail guide at: <http://coursemail.umd.edu/help.html>.

NOTE: If you need additional listservs for courses or other university and professional reasons, see the Office of Instructional Technology guide to creating new lists at <http://www.helpdesk.umd.edu/topics/email/lists/background/4009/>

ALSO: ELMS Blackboard also provides a means to directly email all students in a course.

## Maps

The History Department maintains a web page of digital maps; see <http://www.history.umd.edu/Faculty/maps/>

## Technology

See **Technology in Your Classroom** section below.

### Guest Speakers in Undergraduate Courses

#### Funds for Bringing Speakers to Undergraduate Classes

The Nathan and Jeanette Miller Center for Historical Studies invites proposals to bring scholars to the department to deliver lectures to undergraduate classes. The invited scholar should be an individual of scholarly distinction who is also an exceptional classroom teacher. Although the Center gives preference to requests from instructors of larger courses, the Center usually can also fund a certain number of speakers for smaller, upper-level courses. The Center particularly encourages proposals that seek to invite a scholar whose work is being read by the students in the class.

Proposals, which can be as brief as one page, should include the name of the course, the name and affiliation of the proposed speaker, and a brief statement of how the speaker's work relates to the course. All proposals should be submitted to the Center for Historical Studies, 2118 Taliaferro. Contact the Center for up-to-date information about deadlines and other details at [historycenter@umd.edu](mailto:historycenter@umd.edu) or 405-8739.

Note: This program has been suspended for the 2009-10 academic year due to budget cuts.

## Your Classroom

If you are teaching in 2103 TLF or in a classroom that requires card access to the technology equipment, Paula Barriga Sanchez will arrange for your University ID to be coded for access to the room/equipment closet. All other classrooms in Key and Taliaferro as well as the equipment in them should be accessible. All classrooms should be equipped with an overhead projector and screen, chalk or markers, and sufficient chairs for your enrollment. If you need any assistance regarding classroom access or equipment, come to the history department office.

If you are teaching in a technology-enhanced room in Key or TLF and need training on the use of the equipment or have problems in the use of the equipment, call ARHU Classroom Tech Support at 405-0830. If you are teaching in a technology-enhanced lecture hall outside of Key, see this list to determine which Classroom Support office is responsible for your room: <http://www.pilot.umd.edu/schedule.html>

If you are not teaching in a technology-equipped room and need any equipment, see **Technology in the Classroom/If Your Classroom Is Not Technologically Equipped** below.

## TEACHING YOUR CLASS

### The Syllabus

University of Maryland guidelines as to what should be included in all syllabi are available in the Teaching Policies and Guidelines for Faculty 2010-11 or online at: <http://www.faculty.umd.edu/teach/syllabus.html>

*At the beginning of the semester your syllabus must be provided for the department files; submit an electronic and one hard copy to Paula Barriga Sanchez ([pbarriga@umd.edu](mailto:pbarriga@umd.edu)).*

### Grading

#### University Policy Regarding Grading Attendance

It is University policy that attendance alone not be used in computing a student's grade. In a course where in-class participation or assessments are part of the expected work, faculty should make clear on

the syllabus the nature of in-class participation expected and the effect of absences on the evaluation of the student's work in the course. For a full statement of the attendance policy, see: <http://www.testudo.umd.edu/soc/atedasse.html>

### **Early Warning Grades**

Early Warning or mid-semester grades are required for all students in 100 and 200 level courses, for all newly enrolled (whether first year or transfer) students in 300 and 400 level courses, and for student athletes. **For Fall 2011, early warning grades are due on October 8, and for Spring 2012, on March 4.** You are encouraged to design your course syllabus so that some graded work is available for your review by these dates.

(For information on how to submit grades, see **Wrapping Up the Course** below.)

### **Plus and Minus Grades**

Note that the university grading scale includes + and – but pluses and minuses are *not* computed in a student's grade-point average. For more information on grading scales see the undergraduate catalog: <http://www.umd.edu/catalog/0607/chapter4.pdf>

### **Confidentiality of Grades**

The University complies with the regulations set forth in the Buckley Amendment, which is a part of the Family Educational Rights and Privacy Act. This amendment protects a student from the disclosure of personal and academic information to any one other than the student, including parents, except under special circumstances. Please be careful when posting students' grades or returning papers. Also be aware that, unless the student has given you permission to do so, information about a student's performance in your class should not be discussed with parents.

### **Disability Support Services (DSS)**

Disability Support Services (DSS), located in 0126 Shoemaker Building, is the office that coordinates services that ensure that individuals with disabilities receive equal access to university programs. In order to ascertain what accommodations may need to be provided, faculty should request that students with disabilities inform them of their needs at the beginning of the semester. The instructor should then consult with the staff at Disability Support Services at 314-7682. They will make arrangements with the student to determine and implement appropriate academic accommodations.

### **Student Absences**

In May 2011, the University Senate passed and President Loh signed a new policy for granting excused absences, which can be found at: <http://www.president.umd.edu/policies/v100g.html> .

Under the policy, the University will accept as an excused absence a self-signed note from a student who has missed a single lecture, recitation, or laboratory, attesting to the date of the illness. The note must also contain an acknowledgement by the student that the information is true and correct and that providing false information is prohibited under Code of Student Conduct. The student is also obligated to make a reasonable attempt to inform the instructor of his/her illness in advance.

The policy also requires that each instructor establish a written policy for non-consecutive, medically necessitated absences from more than a single lecture, recitation, or laboratory. This policy should be included on the syllabus and provided to students at the beginning of the semester. In establishing a policy for the class, instructors are encouraged to review the University's Assessment and Attendance policy located at <http://www.testudo.umd.edu/soc/atedasse.html> .

Instructors must also clearly identify on the syllabus any activity that qualifies as a "Major Scheduled Grading Event" since the requirement for accepting a self-signed note does not apply to these events.

A student who experiences a prolonged absence or an illness preventing attendance at a major Scheduled Grading Event is required to provide written documentation of the illness from the Health Center or an outside health care provider, verifying the dates of treatment and the time period during which the student was unable to meet academic responsibilities.

**These changes in policy will be in place beginning in the Fall Semester 2011.**

### **Religious Observances**

The University System of Maryland policy on religious observances states that students should not be penalized in any way for participation in religious observances and that, whenever feasible, they be allowed to make up academic assignments that are missed due to such absences. However, the student must personally hand the instructor a written notification of the projected absence within two weeks of the start of the semester. The request should not include travel time. Instructors should take the validity of these requests at face value. For a full statement of the policy as well as **a listing of specific dates in 2009-10 on which faculty *must not* schedule tests or due dates of other significant assessments**, see Teaching Policies and Guidelines for Faculty 2008-09 or <http://www.faculty.umd.edu/teach/attendance.html#religious>. Please make certain that your teaching assistants are aware of this policy.

### **Makeup Examinations**

#### **Policy on Makeup Examinations**

University policy is that students with written, excused absences are entitled to a makeup exam at a time mutually convenient for the instructor and student. The College of Arts and Humanities requires that your syllabus indicate clearly your procedures regarding makeups.

#### **Scheduling Make Up Exams**

All make up exams must be scheduled in 2120 Key (Merrill Room) between the hours of 10AM and 3PM on Fridays only. All one hour tests must begin before 2PM. All two hour exams must begin before 1PM. Please let your students know that drop in make-up exams are not offered.

Alternatively, a professor may elect to oversee an exam on an alternate day and may reserve one of the department's designated rooms. In these cases, the staff will assist in finding a room but will not be responsible for proctoring/handling the make-up exam.

Please contact the main history office (Key 2115; 405-4262) to schedule a make-up exam/book a seminar room.

### **Academic Integrity**

#### **Honor Code**

The University of Maryland is one of a small number of universities with a student-administered Honor Code and Honor Pledge. For full information on these and on the Honor Council, consult the Office of Student Conduct website at: <http://www.jpo.umd.edu>.

#### **Plagiarism and Other Academic Misconduct**

See the Office of Student Conduct faculty page regarding ways to prevent cheating as well as the procedures for reporting academic misconduct. Note especially the Recommended Responses to

Suspected In-Progress Cheating found under the heading How Can I Prevent Cheating. (<http://www.studenthonorcouncil.umd.edu/faculty.html>). Please make sure that your teaching assistants are aware of these procedures.

### **Faculty Attendance**

According to university policy, all faculty are expected to meet their classes and keep office hours. When unforeseen circumstances arise precluding meeting classes and the instructor cannot arrange a substitute, the instructor should notify the department chair as far in advance as possible and, where possible, notify affected students. See the University policy at: <http://www.faculty.umd.edu/teach/reasonable.html>

In an emergency when class must be cancelled, you may call the history department office (405-4265) to request assistance from the staff in notifying your class. For classes meeting in Key or Taliaferro, the staff will post signs on the door of your classroom. If staffing allows they may post signs for classes meeting in other buildings or assist you in finding someone to do this if sufficient notice is given.

## **WRAPPING UP THE COURSE**

### **Final Examination Policies and Schedule**

For final examination policies and the schedule of final exam dates and times, go to Testudo (<http://www.testudo.umd.edu>), click on Schedule of Classes, and then Official Examination Schedule for the appropriate semester. For university examination and course assessment guidelines, see: <http://faculty.umd.edu/teach/examination.html>

### **Submitting Grades**

Early Warning and Final grades are to be submitted electronically through UMEG (<http://www.umeg.umd.edu>). Final exam grades are due within 48 hours after the scheduled exam.

### **Incomplete “I” Grades**

Incomplete grades are exceptional marks given to students who are doing satisfactory work but who, for circumstances beyond their control, are unable to complete a small portion of the coursework. Every student, graduate or undergraduate, receiving an “I” must have an incomplete contract on file with the department and, in the case of undergraduates, with the dean. When you enter an “I” grade in UMEG an incomplete contract will be generated. When this has been signed by the instructor and the student submit two hard copies to Jodi Hall (2131 KEY). For complete instructions regarding the “I” grade, see the Teaching Policies & Guidelines for Faculty 2009-10 or go to <http://www.faculty.umd.edu/teach/incomplete.html>.

### **Course Evaluations**

For all courses with an enrollment exceeding five, students will be asked to complete an electronic university course evaluation of the instructor. For the 2009-10 academic year these online evaluations will be available to students December 1 through December 13, 2009 for fall semester and April 27 through May 12, 2010 for spring semester. Information regarding the evaluation process will be sent to faculty and students near the end of the semester. More about this evaluation process, including the questions on the evaluation, go to [https://www.irpa.umd.edu/Assessment/CourseEval/fac\\_faq.shtml#syllabus](https://www.irpa.umd.edu/Assessment/CourseEval/fac_faq.shtml#syllabus).

Please note this exception to electronic course evaluations: to ensure a high student response rate, untenured tenure-track faculty will continue to administer the department’s paper-based evaluation. These courses will, however, still be included in the electronic university evaluation system.

## **Change of Grades**

Change of grades can be done on UMEG before the end of the grade submission period. After that, supplemental grade report forms can be obtained in the history department office. Once the instructor has filled out and signed the form, this should be given to Courtenay Lanier for the department chair's and the dean's signature. Beginning Spring 2009 the University Registrar requires that instructors submit an explanation for the grade change. Instructors may email this to Courtenay Lanier ([clanier@umd.edu](mailto:clanier@umd.edu)) or attach to the supplemental grade report form a brief note written on department letterhead and signed.

## **Retaining Student Papers/Course Records**

Faculty are required to keep copies of final exams and the grade report for at least a year in case of the need to document past grades.

## **Procedures for Student Grade Grievances**

University policy provides for undergraduate students to seek review of final course grades alleged to be arbitrary and capricious. The first step in the process is for the student to speak with their professor. If that does not resolve the student's concern, an appeal may be made to the Director of Undergraduate Studies or the Department Chair. Such appeals will be handled according to University policy as laid out in: <http://www.president.umd.edu/policies/iii120b.html>.

## **TECHNOLOGY IN YOUR CLASSROOM**

### **If You Are Teaching in a Technology-Enhanced Classroom In Key or Taliaferro**

Rooms 0102, 0103, 0106, 0116, 0125, 0126 and 1117 in Key and 2103 TLF are technology-enhanced rooms. Much of the equipment you will need (computer, projector, VCR/DVD player) are installed in these classrooms. *For training on the use of the equipment or for problems in the use of the equipment*, call ARHU Classroom Tech Support at 405-0830.

### **Elsewhere on Campus**

For training on the use of the equipment or for problems in the use of the equipment if you are teaching in a technology-enhanced classroom elsewhere in the university, go to the Classroom Support Project (<http://www.pilot.umd.edu/schedule.html>) to determine which office on campus supports your classroom.

### **Logging on to the Computer in a Technology-Enhanced Classroom**

Use your Directory I.D. and password to log on to the computer. Please note: you must log off of the computer at the end of the class period so that your account is not used by anyone else. To provide a simple way to insure that logoff occurs, a Logoff Scheduler box will pop up on the computer screen after logon, allowing faculty to control the logoff time.

### **If Your Classroom Is Not a Technology-Enhanced Room**

The department has two VCR/DVD players on wheeled carts that can be signed out for use in your classroom. These are located in the Map Room (2134 Key) and the photocopy/print room (2106 TLF). Also in the Map Room is a slide projector. To schedule the use of any of these, see the Equipment Sign-out Notebook in the history department office.

If you are teaching in Key, ARHU Classroom Tech Support maintains a technology cart that can be delivered to your classroom. This includes a computer, projector, VCR/DVD player, and, if desired, a document camera. For classrooms in Taliaferro, Woods, or Jimenez ARHU Classroom Tech Support can deliver a laptop computer and projector to your classroom. During the Fall and Spring semesters, the Classroom Support Office is open from 8:00 a.m. to 10:00 p.m. Monday through Thursday and from 8:00 a.m. to 5:00 p.m. on Fridays. To arrange ARHU Classroom Tech Support services for the semester or on

a one-time or occasional use basis, call 405-0830 or fill out the form available online at <http://www.arhu.umd.edu/technology/acs/laptops.html>.

### **Teaching Theaters**

Teaching Theaters are high-tech classrooms with a network of computers that allow for instructor-student and student-student interaction during the class period. Installed on the computers are an assortment of locally developed lectureware such as One Minute Paper, Feedback Meter, and Multi Chat. To learn more about Teaching Theaters or to request class space (on a semester-long or one-time or occasional basis) in one of the campus's four Teaching Theaters, see <http://www.oit.umd.edu/tt/teaching.htm>.

### **ELMS Blackboard, the Course Management System**

ELMS Blackboard is the university-wide course management system. To request course space on ELMS Blackboard, go to: <http://elms.umd.edu>. To register for ELMS Blackboard training, go to <https://www.training.umd.edu/>, log in to UM Classroom Training, and view Faculty Development, Teaching and Learning in the Course Catalog. For ELMS instructional design assistance, send an email to [elms-support@umd.edu](mailto:elms-support@umd.edu).

### **College of Arts and Humanities (ARHU) Technology Resources ARHU Technology Help Desk**

Call the ARHU Technology Help Desk at 405-2104 for problems with your office computer.

### **Faculty Scanning Station**

The College of Arts and Humanities provides two state-of-the-art scanning stations located in 0128B Holzapfel Hall. Access is available for faculty use during regular business hours, 9:00 a.m. to 4:30 p.m. on a first-come basis. When demand is high, a sign-up sheet will be available so you can plan your production time. These scanning stations are ideal to digitize images and text for PowerPoint presentations, course websites, and ELMS Blackboard. Contact Jennifer Patterson, [jlp@umd.edu](mailto:jlp@umd.edu) or 405-2886, to schedule a training session if you are new to scanning.

### **UTAP (Undergraduate Technology Apprenticeship Program)**

The Undergraduate Technology Apprenticeship Program (UTAP), a collaboration between the College of Art and Humanities and the Office of Information Technology, provides discipline-knowledgeable students with the technical skills and pedagogical basics needed to support faculty uses of technology in the classroom. In the summer or fall term undergraduate students enroll in a technology training course. Students who complete this course are then paired with faculty for a paid apprenticeship in the following semester. A UTAP student might assist faculty by developing web materials, creating PowerPoint presentations, facilitating electronic discussions or providing on-site assistance during the instructor's class. Faculty get the support they need to integrate technology into the teaching and learning process. Students get course credit for the technology training and a paid position working closely with a faculty member in their discipline. Both student and faculty play the role of apprentice as they support each other in the academic process. All faculty and instructors in the College of Arts and Humanities are invited to submit an application for support of a course-related project. Calls for proposals are usually made in the spring for the following academic year. For more information, see <http://www.arhu.umd.edu/utap/index.html>.

### **Finding, Using, and Managing Visual Resources**

The College of Arts and Humanities has several projects to address the needs associated with using images for teaching and research

- Located in 4213 B Art/Sociology Building, the **Visual Resources Center (VRC)** [www.arhistory~archeology.umd.edu/VRC/index.html](http://www.arhistory~archeology.umd.edu/VRC/index.html) maintains a growing collection of slides, digitized images, and archaeological artifacts used by faculty and graduate students in teaching

and in professional presentations. As the collection is used primarily by faculty and graduate students in the Department of Art History and Archaeology, its content reflects the curriculum of that department. However, it is maintained as a resource for the College of Arts and Humanities and is available for use by faculty and graduate students throughout the university. The Visual Resource Center's hours are 8:30 – 5:00 p.m. Monday – Friday. Contact Lauree Sails, [lauree@umd.edu](mailto:lauree@umd.edu), for more information.

- The **Visual Literacy Toolbox** (<http://www.arhu.umd.edu/vislit>) is a resource to help faculty and students develop visual literacy skills. Contact Elsa Barkley Brown, [barkleyb@umd.edu](mailto:barkleyb@umd.edu), for more information.
- ARHU has been working collaboratively with UM libraries to make collections of digital images available through **ARTstor** (<http://www.artstor.org/info/>). For information on using ARTstor or on adding images to the collection, contact Joan Stahl, Art & Architecture Libraries, [jstahl@umd.edu](mailto:jstahl@umd.edu).

### **ARHU Academic Technology Training Opportunities**

ARHU Academic Technology offers a number of training opportunities to faculty; Staff are also available to come to your office for one-on-one training or assistance. To learn more about the various training possibilities, see [http://www.arhu.umd.edu/acs/academictechnology/about\\_us/aboutus.html](http://www.arhu.umd.edu/acs/academictechnology/about_us/aboutus.html). To request a Personal Learning Session, contact Jennifer Patterson at [jlp@umd.edu](mailto:jlp@umd.edu), 301-405-2886 or submit the online request form at <http://www.arhu.umd.edu/acs/academictechnology/requestassistance/requestassistance.html>.

### **Office of Information Technology (OIT)**

The Office of Information Technology (OIT) is strongly committed to helping faculty use information technology to enhance research and instruction; communicate with students, colleagues, administrators, and others; and support other academic and administrative activities.

For problems with email or ELMS Blackboard the **OIT Helpdesk for faculty (405-1500) is open Monday through Friday 8:00 a.m. – 5:00 p.m.**

*ITforUM*, the OIT newsletter, is available online at <http://www.oit.umd.edu/ITforUM/>

For an overview of all OIT services for faculty, see <http://www.oit.umd.edu/Faculty/index.html>.

### **Training@Maryland**

For a schedule of courses offered on campus to assist faculty in developing technology skills as well as access to a series of online self-paced courses, see <https://www.training.umd.edu/>.

## **STUDENT RESOURCES**

### **The Writing Center**

The Writing Center, located in 1205 Tawes, offers free assistance to undergraduate students to improve their writing and thinking skills. For faculty, the Writing Center staff are available to conduct classroom visits. The Center also furnishes printed and online materials to assist in teaching writing. For a full description of their services and a printable handout with the Writing Center's hours, see <http://www.english.umd.edu/writingcenter> .

## **Counseling Center**

The Counseling Center provides UM students free and confidential professional counseling on a variety of personal, social, career, and academic issues. For 2009-10 the Counseling Center has relocated to the 4<sup>th</sup> floor of Susquehanna (314-7651). The Counseling Center is open Monday through Thursday from 8:30 a.m. to 9 p.m. and on Friday from 8:30 a.m. to 4:30 p.m. Among the services offered are:

*Counseling:* Students may see the center staff for one-on-one counseling or join one of the many support groups that meet regularly at the center.

*Disability Support Services:* (see above under Teaching Your Class)

*Learning Assistance:* Learning Assistance Service (LAS) is the academic support unit of the Counseling Center. LAS regularly schedules workshops on topics such as time management, exam skills, note-taking, reading comprehension, procrastination and writing and exam anxiety in order to help students enhance their learning abilities. As well, students can meet one-on-one with one of LAS's education specialists. Learning Assistance Service is located in 2201 Shoemaker Building; the telephone is 314-7693.

A useful **Faculty and Staff Guide for Dealing with Students in Distress** that addresses personal and academic issues can be found online at: <http://www.counseling.umd.edu/Infodata/HSID.pdf>.

## **Maryland Center for Undergraduate Research**

The Maryland Center for Undergraduate Research (<http://www.ugresearch.umd.edu/>) offers several programs to support undergraduate research opportunities:

### **Undergraduate Research Day**

Held each April, Undergraduate Research Day showcases the research, scholarship, and artistic endeavors of the University of Maryland's undergraduate students. Any work conducted as a part of a campus course, internship, or program is eligible for presentation. Presentations, posters, and performances are open to the public; nearly 500 students participated in the 2006 Undergraduate Research Day program. The next Undergraduate Research Day will be in April 2010.

### **Senior Summer Scholars**

The Senior Summer Scholars Program is a competitive grant sponsored by the Office of Undergraduate Studies. Each year it provides summer grants of \$3,000 to approximately 25 undergraduate students to enhance their academic experience by spending the summer working closely with faculty mentors on scholarly research or artistic projects.

### **Maryland Student Researchers Program**

The Maryland Student Researchers Program enables students to work one-on-one with faculty mentors for 4-6 hours per week in support of the faculty sponsor's research project. After participating in the program for a semester, students receive a URAP (Undergraduate Research Assistantship Program) notation on their transcript.

## **OTHER USEFUL RESOURCES**

### **University Libraries**

#### **Libraries**

For a listing of the University of Maryland's eight libraries, see <http://www.lib.umd.edu/PUB/libraries.html>

For information on faculty borrowing privileges at UM's libraries and other area libraries as well as other library resources, see: <http://www.lib.umd.edu/faculty.html>

#### **Faculty document delivery**

The UM Libraries offers to faculty a document delivery service for journal articles which are not available electronically. Through this service Library staff will retrieve journal articles from the shelves, and deliver them via the web within 3 business days. To register for and request items through this service, go

to: <http://www.lib.umd.edu/faculty.html> and click on Faculty Document Delivery under Research and Publishing Support.

### **Center for Teaching Excellence**

The Center for Teaching Excellence (CTE), located in 0405 Marie Mount Hall, supports departments, faculty, and graduate students by offering resources and assistance to improve teaching and learning. Among the programs and services offered by CTE are:

#### ***Faculty Teaching Consultations***

Faculty Teaching Consultations are designed to provide support for faculty who would like to improve their teaching. Services are confidential and the main goal is improvement of teaching skills not evaluative assessment.

#### ***Conversations and Workshops on Teaching***

The Center provides a range of campus-wide workshops and conversations related to teaching and learning issues

#### ***CTE Newsletter***

Twice each semester, CTE publishes a newsletter titled, ***Teaching & Learning News***. The newsletter includes teaching tips, workshop reviews, editorials and articles on issues related to teaching and learning. For back issues, see: <http://cte.umd.edu/teaching/newsletter/>

#### ***Improvement of Instruction Grants***

The Center for Teaching Excellence requests proposals each academic year for Improvement of Instruction Grants. These grants are available to individual faculty members, as well as groups, that wish to pursue projects to improve instruction in undergraduate education on campus. Proposals are generally accepted in March of each year.

#### ***Undergraduate Teaching Assistant Program (UTA)***

The Undergraduate Teaching Assistant Program provides for undergraduate students to work with an individual faculty member in assistance of a course, providing various services to the faculty person while learning from them about teaching. Students must be of junior standing and have earned an A in the class in which they will be assisting.

For more on all of these and other CTE programs, see <http://www.cte.umd.edu/index.html> or call 405-9356.

### **Undergraduate Research Assistant Program**

The Maryland Student Researchers Program (Undergraduate Research Assistant Program), described more fully above under Student Resources, is designed to give undergraduate students opportunities for research experience but also to give faculty help with their research. If you can identify aspects of your research that undergraduate students might assist in, see <http://www.ugresearch.umd.edu/facultyprocedures.html> to learn more about the program and procedures and to access the faculty add-a-project form.

### **Service Learning Center**

To learn more about incorporating community service learning into your courses see the Faculty Service-Learning Handbook available online at: <http://www.csl.umd.edu/resources/faculty.htm>

### **First Year Book**

Each year the University selects a book that will provide a shared intellectual experience for faculty, staff, and all first-year students. A series of public events around the topic of the book are held throughout the academic year. **The First Year Book for 2009-10 is *What is the What* by Dave Eggers.** If you are considering using this book in any of your courses for the 2009-10 academic year and would like to have

a copy, you may pick one up in the Office of the Dean for Undergraduate Studies, 2130 Mitchell Building. For First Year Book activities, see: <http://www.ugst.umd.edu/firstyearbook/index.html>

### **Clarice Smith Performing Arts Center**

The calendar of the Clarice Smith Performing Arts Center is available online at: <http://claricesmithcenter.umd.edu/2009/c/performances/calendar> . If you are considering requiring or encouraging your students to attend a performance, note that students receive discounted (\$7.00) tickets to all performances. As well, CSPAC offers a limited number of free tickets to students.

### **Personal Computer Purchase Discount Program**

Academic Computers for Terps (ACT) allows registered students, faculty, and staff to purchase pre-configured Apple and Dell computers at prices below standard discounts, as well as receive substantial added benefits in technical support and warranty protection. For more information, go to: <http://act.umd.edu/>.

### **Faculty Bookstore Discounts**

Both the University Book Center and the Maryland Book Exchange offer the following discount programs to UM faculty: 10% on all textbooks and 20% on trade books and supplies. To receive the UBC discount, inform the cashier about the discount and show your University ID before they begin to ring up your purchase. For the MBE discount, present your University ID at the customer service desk to receive a discount card.

### **Faculty Ombuds Officer**

The Faculty Ombuds Officer is a neutral and impartial officer who provides confidential and informal assistance to faculty and administrators in resolving concerns related to their work. Dr. Lee Preston, Faculty Ombuds Officer, can be reached in 1116 Cole Field House, by phone at 405-1901, or by e-mail at [lpreston@rhsmith.umd.edu](mailto:lpreston@rhsmith.umd.edu). See <http://www.umd.edu/ombuds/faculty/>.

## **DISCRIMINATION AND HARASSMENT POLICIES**

### **Nondiscrimination Policy**

The University of Maryland is an equal opportunity institution with respect to both education and employment. The University does not discriminate on the basis of race, color, religion, national origin, sex, age, or handicap in admission or access to, or treatment or employment in, its programs and activities as required by federal (Title VI, Title IX, Section 504) and state laws and regulations.

In addition to the university's statement of compliance with federal laws and state laws, the University Human Relations Code notes that the University of Maryland affirms its commitments to a policy of eliminating discrimination based on race, color, creed, sex, sexual orientation, marital status, personal appearance, age, national origin, political affiliation, physical or mental disability, or on the basis of the exercise of rights secured by the First Amendment of the United States Constitution.

### **Sexual Harassment Policy**

UMCP is committed to maintaining a working and learning environment in which students, faculty, and staff can develop intellectually, professionally, personally, and socially. Such an environment must be free of intimidation, fear, coercion, and reprisal. The Campus prohibits sexual harassment. Sexual harassment may cause others unjustifiable offense, anxiety, and injury. Sexual harassment threatens the legitimate expectation of all members of the Campus community that academic or employment progress is determined by the publicly stated requirements of job and classroom performance, and that the Campus environment will not unreasonably impede work or study.

Sexual harassment by University faculty, staff, and students is prohibited. This constitutes Campus policy. Sexual harassment may also constitute violations of criminal and civil laws of the State of Maryland and the United States. For the purpose of this Campus policy, sexual harassment is defined as: (1) unwelcome sexual advances; or (2) unwelcome requests for sexual favors; and (3) other behavior of a sexual nature where:

- a. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or participation in a University-sponsored educational program or activity; or
- b. Submission to or rejection of such conduct by an individual is used as the basis for academic or employment decisions affecting that individual; or
- c. Such conduct has the purpose or effect of unreasonably interfering with an individual's academic or work performance, or of creating an intimidating, hostile, or offensive educational or working environment.

For the full policy and procedures for filing and resolving complaints, see: <http://www.president.umd.edu/policies/docs/vi-120a.pdf>

### **Who to Call When**

A Department of History telephone list is issued at the beginning of every semester; that list will provide you quick access to telephone numbers within the department.

#### **Department of Public Safety/University Police - 405-3333 or, in an emergency, 911**

#### **Work Control – 405-2222**

Problems in the physical maintenance of your office (windows, heating or cooling, etc.).

If there are serious problems, please also inform Courtenay Lanier in the history department office.

#### **ARHU Technology Help Desk – 405-2104**

Problems with your office computer or with access to College server or to the printer

#### **ARHU Classroom Tech Support – 405-0830**

To order laptop projector, vcr/dvd player, document camera, etc. delivered to your classroom or for assistance with technology equipment in your classroom

#### **OIT Helpdesk for faculty – 405-1500**

Problems with your email account, UMEG access, Coursemail, or ELMS Blackboard

#### **OIT Helpdesk for students – 405-1400**

#### **Motor Vehicle Assistance Program (MAV) – 301-314-4CAR**

A free service offered to any individual parking on campus experiencing automobile difficulties including jump starts, lockouts, tire changes, inflations, and gas transports. For more information as well as hours of operation,

see [http://www.transportation.umd.edu/parking\\_services/assistance\\_vehicle.htm](http://www.transportation.umd.edu/parking_services/assistance_vehicle.htm).

If MAV is closed, limited motor vehicle assistance may be available through the Department of Public Safety at 405-3555.

#### **Safety Escort Services -- 405-3555**

**Inclement Weather – 301- 405-SNOW**

To learn if the university is open or closed

Information is also posted on the university website: <http://www.umd.edu>

Material for this handbook has been drawn from the handbooks and websites of the relevant university offices.

06/11