

History Department Georgia State University Faculty Handbook 2011-2012

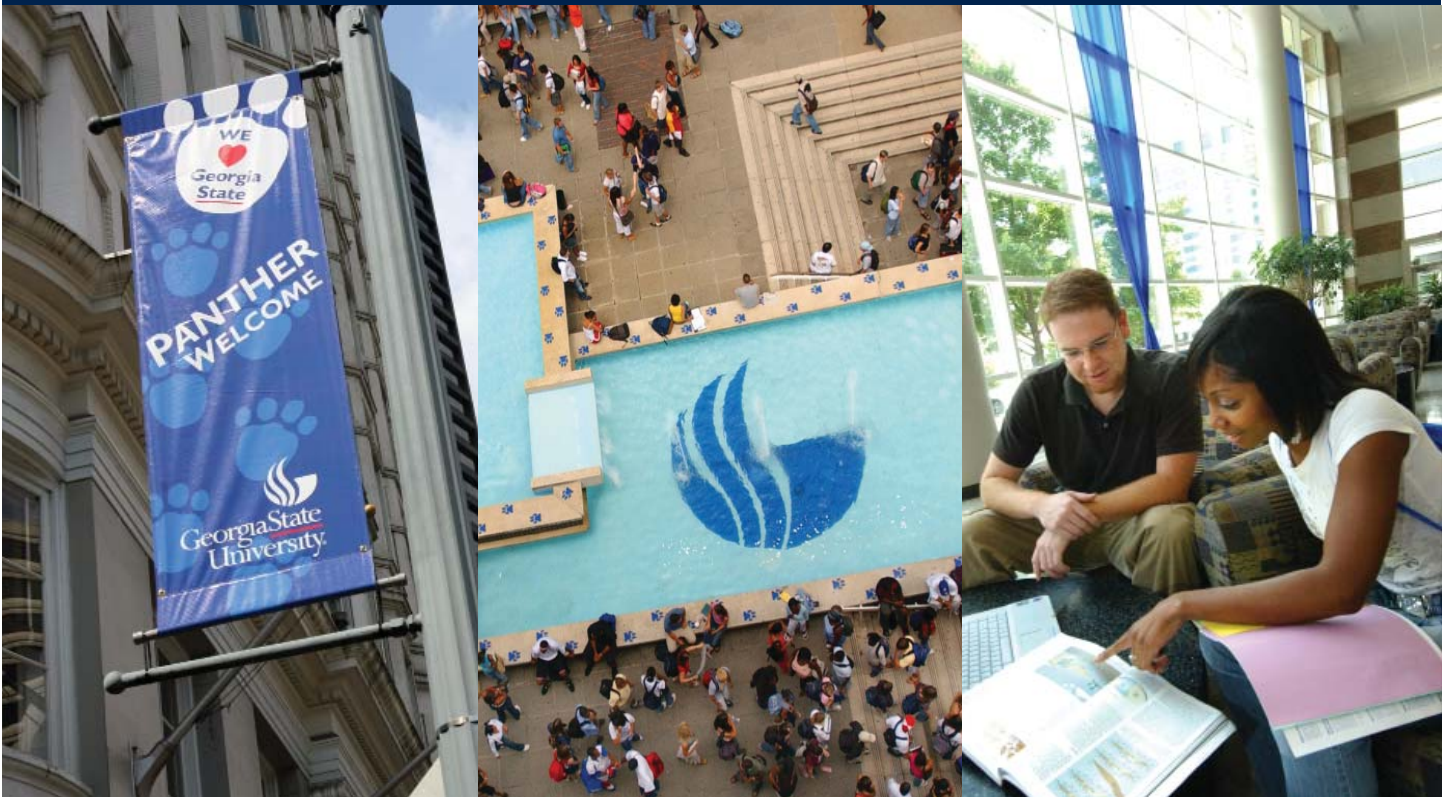


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STREET ADDRESS:

History Department
Georgia State University
34 Peachtree Street NW, Suite 2050
Atlanta, GA 30303

MAILING ADDRESS:

History Department
Georgia State University
P.O. Box 4117
Atlanta, GA 30302-4117

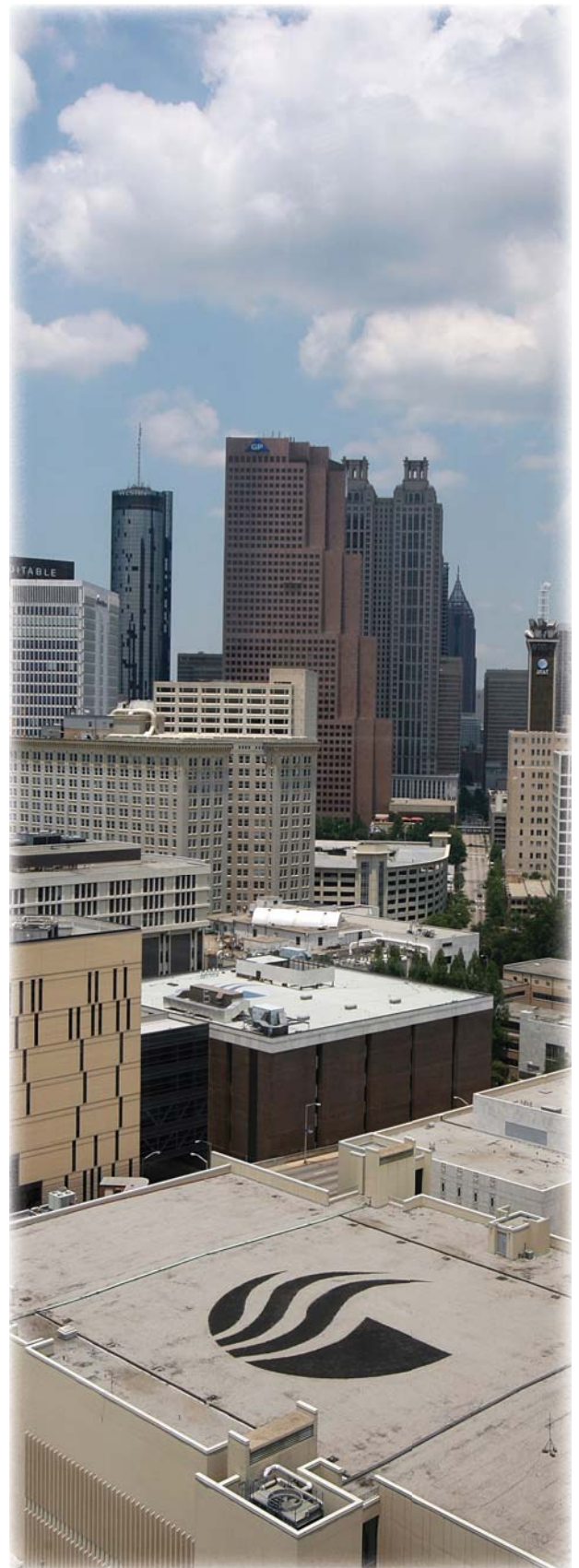
PHONE: 404-413-6385

FAX: 404-413-6384

E-MAIL: history@gsu.edu

WEB ADDRESS: www.gsu.edu/history

This handbook is current as of August 2011.
Periodic updates may follow.



GETTING SETTLED & STARTED

EMPLOYMENT PROCESSING

You must be activated in the GSU Human Resources (HR) system before you are able to access GSU services and some facilities, or obtain any benefits. Visit the HR office, located at One Park Place on the 3rd floor, to obtain and process your employment paperwork. Their website is gsu.edu/hr/30427.html. Benefits materials can be found at gsu.edu/hr/benefits.html.

WHEN DO I GET PAID?

You will normally be paid on the last business day of the month. Once you are in the HR system, you can access your payroll and benefit information through ADP at portal.adp.com/public/index.htm. If you have payroll concerns, contact Paula Sorrell, history department business manager, at psorrell@gsu.edu.

GET A PANTHERCARD

The PantherCard functions as your university identification card, library card, and access card to campus buildings, including access between the 20th and 21st floors at 34 Peachtree. *Note that you must be in the HR system before you can obtain a PantherCard.* Visit gsu.edu/panthercard. Take your ID to the University Bookstore Building, Suite 200 (404-413-9508 / fax 404-413-9525 / e-mail: auxiliary@gsu.edu).

PARKING ON CAMPUS

See gsu.edu/parking/index.html. Auxiliary & Support Services (A&S) is located in the University Bookstore Building at 66 Courtland Street, Suite 200 (404-413-9500). For parking permits, complete the form located at gsu.edu/files/EmployeeParkingRegForm.pdf and submit it to A&S with your PantherCard. The history department is usually assigned to G Deck (entrances on Courtland, Collins, and Central Avenue). Options include: a monthly pass with unlimited access - \$55/month (based on G Deck) that will be deducted from your paycheck pretax; or, buy a “budget card” which is pre-paid at a cost of \$3.50 per entry (\$2.25 per entry after 4pm).

MARTA TRANSCARD MONTHLY PASS

MARTA [itsmarta.com] is the bus/rail alternative. One-way fare is \$2.00 (increasing to \$2.50 on Oct. 2). Discounted employee monthly passes are available to GSU faculty for \$53.00 (increasing to \$77.00 after Oct. 2). Cards are available around the 22nd of each month at Auxiliary & Support Services and the Rialto Center for the Performing Arts. A valid PantherCard must be shown to receive the discounted card. The Five Points and Peachtree Center Stations are closest to the department. The Georgia State Station is also close to destinations in South and East campus.

WHERE IS THE DEAN'S OFFICE?

William J. Long is the new dean for the College of Arts & Sciences. The dean's main office for the College of Arts and Sciences is located on the 7th floor of the General Classroom Building. The website for the College of Arts and Sciences is cas.gsu.edu/.

USING THE GYM

The Recreation Center (located at the corner of Decatur and Piedmont Streets) offers all sorts of fitness options (gsu.edu/~wwwrec/). Faculty may purchase a membership for a nominal monthly fee, which can be deducted from your paycheck. Access requires your PantherCard. Lockers may be rented on a semester-to-semester basis; day lockers are also available.

WHERE ARE UNIVERSITY-LEVEL FACULTY HANDBOOKS?

GSU Faculty Handbook: gsu.edu/~wwwfhh/fhh.html

GSU PTI Handbook: gsu.edu/images/Downloadables/Part-TimeInstructorHandbook.pdf

WHERE CAN I FIND A MAP OF CAMPUS?

See the back of this handbook for a current map, or visit gsu.edu/map.html.

A DEPARTMENT/OFFICE PRIMER

ACCESS TO THE DEPARTMENT

See Carolyn Whriters, the department's administrative coordinator (404.413.6380) to find your office, obtain office keys and an after-hours control card, and for your computer set-up.

AFTER-HOURS ACCESS TO DEPARTMENT

For after-hours access, you must obtain a tan control card issued by building management. Carolyn Whriters can assist you with the process. The tan control card is used for after-hours access to the building and to activate the buttons inside the elevator.



ACCESS BETWEEN FLOORS 20/21

Your PantherCard gives you access between floors 20 and 21 via the stairwell; swipe and watch for the green light before opening the door. You can have this activated on your PantherCard through the GSU police annex, located at 15 Edgewood Avenue.

OBTAINING KEYS TO YOUR CLASSROOM

Take your PantherCard to the police annex and go to Key Control (15 Edgewood Ave / 404.413.3233 / 8:30 a.m.-5:15 p.m.) Bring a list of the buildings and classrooms in which you teach. More information can be found at gsu.edu/police/33229.html.

PAWS: ONLINE INFORMATION

PAWS, an acronym for "Panther Access to Web Services" that references the GSU mascot, is a portal to a variety of online information, including library and teaching applications like GoSolar and uLearn. Visit paws.gsu.edu/cp/home/displaylogin to login. You must have your CampusID and Password for access.

STORING/ACCESSING INFORMATION ON YOUR OFFICE COMPUTER

In addition to the local 'C' drive, which is where the computer's hard disk is located, and drives for CDs and flash memory devices, GSU employees have access to two network drives -- the 'H' drive and 'I' drive. The 'H' drive is your personal Georgia State storage location, and information stored here is backed up frequently. It is recommended that you save any important documents here so that they are recoverable. The 'I' drive is the department's shared drive and has important departmental forms that you will need to access on a regular basis.

Follow these steps to access all of the drives located on your computer:

1. Select the start button at the bottom left of your monitor.
2. Choose "My Computer."
3. Once you have selected my computer, a window will open showing all of the available drives.

REMOTE ACCESS TO 'H' AND 'I' DRIVES

The 'H' and 'I' drives can be accessed remotely, via the internet at estorage.gsu.edu, another advantage of storing your files on the 'H' drive instead of your local 'C' drive. Use your campusID and password to access.

WHERE DO I FIND FORMS ONLINE?

From your office computer, click on the "my computer" icon and locate the 'I' drive. The "His Documents" folder contains several subfolders with forms and policies for your reference. If you do not see a folder titled "His Documents," contact Alex Fedorov to obtain access (3-5050). The PAWS portal -- paws.gsu.edu -- also contains a number of documents under the "work" tab.

A DEPARTMENT/OFFICE PRIMER

NEED COMPUTER HELP?

Contact Carolyn Whitters at cwhitters@gsu.edu if you have any computer or technical issues. Ms. Whitters will correspond with the Help Desk.

DEPARTMENT LISTSERVS

There are several departmental Listservs. To have your name included please contact Robin Jackson at rmjackson@gsu.edu. One may post to the following addresses:

- history-grads@listserv.gsu.edu [Graduate Students]
- history-faculty@listserv.gsu.edu [Faculty]
- history-staff@listserv.gsu.edu [Staff]
- history-vls@listserv.gsu.edu [Visiting Lecturers]
- history-gtas@listserv.gsu.edu [Graduate Teaching Assistants]

To reach undergraduate history majors with a Listserv message, please send your request to Michelle Lacoss at mlacoss@gsu.edu.

EMAIL SERVICE

GSU email accounts are serviced through Microsoft Outlook Office 365. There are two ways you can access your email in Outlook – via the web or from your desktop*, with links to instructions below:

Office 365 Web Access:

gsu.edu/ist/email/email-access-web.html

Configure Outlook to access Office 365 from your desktop:

PC Users:

gsu.edu/ist/email/configuring-outlook-2010.html

Mac Users:

gsu.edu/ist/email/configure-outlook-2011-mac.html

To configure your mobile device, go to the web at gsu.edu/ist/email/getting-started-office365.html

*NOTE: In order to email students in your class through GoSOLAR, Outlook must be set-up as your default email system on your desktop.

NEED SOFTWARE?

Contact Alex Fedorov at 404.413.5050 (3.5050 if dialing on campus) or afedorov@gsu.edu.

HOW DOES THE COPIER WORK?

See Carolyn Whitters to obtain a copy code and enter your e-mail address into the copier. To copy, enter your copy code as “Dept. ID” and press “ID” button. The copier can also scan and send images as PDF files to your e-mail. See Carolyn Whitters or Michelle Lacoss for help doing this.

PRINTING TO THE COPIER ON 20TH FLOOR

You can also print directly to the copier on the 20th floor. The printer is: `as-hisir7095.HIS.AS.GSU`. Detailed instructions to set this up as your default printer can be found on the I Drive as follows: `His Documents\forms & instructions\copier_instructions.pdf`.

SENDING OR RECEIVING A FAX

Internal GSU faxes can be sent by dialing the last five digits of the number. To send off-campus faxes, dial 9-1-area code-number. To send an international fax, dial 9-011-country code-number. The fax number for the department is 404.413.6384.

CALLING ON CAMPUS?

Any number on campus may be reached by dialing the last five digits of the number. The main history department number is 404.413.6385 when calling off-campus or, from your office, dial 3.6385.

SETTING UP VOICEMAIL

A complete reference guide on how to set up your voicemail as well as how to access your voicemail from away is available at the ‘I’ drive located at `My Computer\ I:\His Documents\forms & instructions\Avaya voicemail instructions.pdf`.

CONFERENCE ROOM REQUESTS (2021/2131)

Contact Carolyn Whitters at cwhitters@gsu.edu to confirm availability and reserve the conference rooms on the 20th/21st floors.

ADMINISTRATION & PROGRAM OVERVIEW

UNIVERSITY & COLLEGE LEADERSHIP

The university is led by President Mark Becker. The provost, who handles the day-to-day affairs of the university, is Risa Palm. Each college in the university is led by a dean – in the case of the College of Arts and Sciences (CAS), this is Dean William J. Long. There are several associate deans in the CAS as well. The associate dean from our division, social and behavioral sciences, is William Downs. Chuck Derby represents the natural sciences, Carol Winkler is the associate dean for the humanities, Mary Ann Ronski is the Associate Dean for research and graduate studies, and Ralph Gilbert represents fine arts. There are more than 40 academic departments and interdisciplinary centers within the CAS, and a number of college-level committees provide leadership at the college level.

DEPARTMENT LEADERSHIP

The chair of the History Department is Michelle Brattain. The associate chair may act as the chair in her absence. Paula Sorrell is the department's business manager, and Carolyn Whitters is the administrative coordinator and receptionist. Carolyn is also responsible for the undergraduate student assistants.

The department is also supported by two Academic Specialists: Michelle Lacoss assists with the undergraduate program, and Robin Jackson deals with the graduate program. A partial list of staff roles can be found on the web at gsu.edu/~wwwhis/3026.html.

There are a number of standing committees within the History Department. The Executive Committee consists of five faculty members, each elected for a two-year term (three in one year, two in the next). The ExCom advises the chair on various issues and is responsible for reading and assessing the annual reports produced by each member of the faculty.

The other standing committees include:

- Freshman Studies
- Undergraduate Studies
- Honors
- Library, Media, & Technology

- Graduate Studies
- Historic Preservation
- Advisement
- World History
- Programs & Research
- Diversity
- Promotion & Tenure I
- Promotion & Tenure II
- The department also has four faculty senators who sit on the university-level Faculty Senate.

UNDERGRADUATE STUDIES IN HISTORY

Contact Dr. Larry Youngs or Michelle Lacoss for program questions or questions pertaining to undergraduate advisement. Dr. Youngs is the director of undergraduate advisement and Michelle is the department's academic undergraduate studies coordinator. Dr. Glenn Eskew is the director of undergraduate studies and can answer questions dealing with course proposals and the undergraduate curriculum. Undergraduates are able to concentrate in a few areas of interest, as follows: world history, pre-law and pre-education. Jared Poley is the director of the program in world history and cultures and Robert Baker is the faculty advisor for the pre-law concentration.

GRADUATE ISSUES IN HISTORY

Joe Perry is the director of graduate studies. Robin Jackson is an administrative specialist who is the department's academic graduate studies coordinator.

HISTORIC PRESERVATION

Direct students to Richard Laub for more information. The web site is gsu.edu/~wwwher/.

WORLD HISTORY

The Program in World History and Cultures is directed by Jared Poley. This program manages the World History concentration for undergraduate and graduate students, as well as hosts an annual lecture in the spring. Information for undergraduates are located at gsu.edu/~wwwhis/4101.html. Information for master's students can be found at gsu.edu/~wwwhis/2997.html.

INTERDISCIPLINARY PROGRAMS ON CAMPUS

Center for Asian Studies

gsu.edu/~wwwast/

Center for Latin American and Latino/a Studies

gsu.edu/~wwwcla/

Middle East Institute

cas.gsu.edu/dept/mec/

Women's Studies Institute

gsu.edu/~wwwysi/

African-American Studies

gsu.edu/~wwwaad/

CENTER FOR TEACHING AND LEARNING

The Center offers support to Georgia State faculty, and its director, George Pullman, is a valuable resource for teaching questions. The Center also hosts regular faculty lunch seminars. Visit gsu.edu/ctl/ for more information.

STUDENT'S RIGHTS/PRIVACY ISSUES

There are strict guidelines for a student's FERPA rights – his or her right to privacy. You cannot divulge grades, enrollment, medical information, etc. to anyone (including parents) without a signed waiver from the student. The most current guidelines can be found at gsu.edu/registrar/FERPA.html. The Consent to Release information can be found at: gsu.edu/enrollment/images/Registrar/rctrtrtp.pdf

CONTACTING STUDENTS THROUGH E-MAIL

Students should use their Georgia State e-mail accounts when asking questions about their grades, enrollment status, and so on. If they contact you about these things via a non-Georgia State account, explain that for privacy reasons that all of that type of correspondence has to go through their official accounts.

HOW AND WHEN TO GET RID OF STUDENT WORK

You need to keep student work for a calendar year. Before disposing materials, remove all identifying marks, such as names or Panther IDs. Plan to shred all documents before disposing.

OMBUDSPERSON

For help resolving conflicts with students or other faculty in productive ways, contact the Office of the Ombudsperson. See the web site for more information: gsu.edu/~wwwomb/.

WHAT DO I DO WITH STUDENTS IN DISTRESS?

Refer them to the professionals at the Counseling and Testing Center (404.413.1640).

If the student is in danger of harming themselves or others, first contact Campus Police (404.413.3333). Then get in touch with the Counseling and Testing Center.

The website for the Counseling Center may be found here: gsu.edu/counseling/ and includes information for helping students who have been the victim of sexual or domestic violence, who may be suicidal, or who suffer from post-traumatic stress. Guidelines for faculty in making appropriate referrals to the Counseling and Testing Center can be found at: gsu.edu/counseling/43524.html.

WHAT DO I DO WITH DISRUPTIVE STUDENTS?

The basic policy is located here: gsu.edu/~wwwsen/minutes/2002-2003/disrupt.html.

IF SOMEONE WANTS TO DECLARE HISTORY AS THEIR MAJOR OR MINOR

Direct them to Michelle Lacoss or Dr. Larry Youngs, who can explain the process to them. Otherwise, send them to Academic Assistance (on the 4th Floor of the General Classroom Building) to fill out a Declaration of Major or Minor Form.

ACADEMIC ADVISEMENT

Direct undergraduates to Dr. Larry Youngs and Michelle Lacoss. Graduate students should visit the director of graduate studies, Dr. Joe Perry, or Robin Jackson.

STUDENT ISSUES - ACADEMIC DISHONESTY

ACADEMIC DISHONESTY PROCESS

The academic Dishonesty form and “COASAcademicDishonestyOutline.pdf” are located on the T drive at I:\His Documents\forms & instructions. You should take any concerns to the chair, especially if you are unable to resolve the issue with the student on your own. Remember to keep a paper trail of correspondence and notes of meetings.

The Academic Dishonesty Policy gives all members of the academic community the opportunity to retain record of violations of academic conduct and provide students with access to the appeal process. The University Academic Dishonesty Policy may be found at <http://www2.gsu.edu/~wwwfhhb/sec409.html> and, to assist you with procedures, the COAS has provided the following summary plus some basic do's and don'ts

A&S Academic Dishonesty Procedure

The following steps are the only approved method to resolve matters of academic dishonesty set by the university.

1. The faculty member notifies the student.
2. The chair/instructor notifies Rene Presti in the dean's office (by email, interoffice mail or in person).
3. The student submits a written appeal to Rene Presti within 20 business days.
4. The dean notifies the registrar to issue a grade of GP if final grades are due before a hearing is scheduled.
5. The dean forwards the academic dishonesty file to the Petitions Committee.
6. The dean notifies the faculty member to provide a copy of the course syllabus and comprehensive statement describing the incident of academic dishonesty. The statement and syllabus will be presented to the student and petitions committee at least 5 business days in advance of the hearing.

7. Within 10 business days of the dean's office receipt of the claim, a hearing date will be determined. The dean's office will be notified of a hearing date, place and time.

8. The faculty member and student will be allowed to make oral presentations, call witnesses, and present any documentation regarding the incident in question. The hearing will proceed on audio tape. The hearing will not be open to observers.

At the end of the hearing, the committee will meet in closed session and make its recommendation to the dean in a written report within 5 business days of the hearing.

9. Within 5 business days of receiving the committee's written report, the college dean will make the final decision regarding guilt or innocence.

10. The dean will notify all appropriate parties of the decision.

Academic Dishonesty Action at Administrative Units

When a faculty member believes that academic dishonesty has occurred, the faculty should consider the following:

DO:

- Discuss the alleged incident with the student before you forward the Notice of Academic Dishonesty to the dean's office. If you do not have the opportunity to do this in person, an email should be sent to the student's GSU email account with notification of the charge and the times that you are available for discussion.
- Always inform the student that the College's review of the case is intended to determine if the student committed academic dishonesty rather than their intent.
- Contact Rene Presti in the Dean's office if you have any questions regarding the academic dishonesty

policy, srpresti@gsu.edu.

DON'T:

- Do not forward a copy of the Academic Dishonesty claim before notifying your chair of the incident.
- Do not assign a penalty for an alleged incident (ie. zero on an assignment, F in the course or removal from group project) unless you submit a formal claim. Doing so forfeits the student's right to appeal the charge.
- Do not post a final course grade if a student has appealed the charge. The Registrar will assign the appropriate course grade after the dean's office issues a final appeal decision.

COURSE LOAD/GRADUATE SEMINARS

Tenure-track faculty typically teach a two-two load. Faculty can expect to teach a graduate seminar, an upper-division lecture course, and two service courses (usually a section of the survey and a core course required for undergrad/grad majors, such as History 3000, 4990, 7000 or 7060) in a typical academic year, but this may vary. Visiting Lecturers, Lecturers, and Senior Lecturers typically teach a four-four load, usually four sections of the survey courses each semester. The associate chair is the department scheduler and will ask in the fall semester for a list of courses you would like to teach the following academic year.

HOW & WHEN DO I SUBMIT A BOOK ORDER?

Be prepared to submit book orders early to Carolyn Whitters by printing and completing the file entitled "bookforms," found at I:\His Documents\forms & instructions. Direct all questions regarding book orders to Ms. Whitters at cwhitters@gsu.edu.

Deadlines for submission of orders to Ms. Whitters:

Fall semester - April 15th

Spring semester - August 15th

Summer semester - March 15th

HOW DO I GET DESK COPIES?

Publishers are happy to send you desk copies for your personal use or for the use of your Teaching Assistants. Indicate desk copies are required when completing your book order form (located at I:\His Documents\forms & instructions), and submit to Carolyn Whitters at cwhitters@gsu.edu.

WHAT DO I NEED ON MY SYLLABUS?

The university requires the following for syllabi:

All teaching faculty shall provide at or before the first meeting of a class, each term, a copy of a course syllabus to each student in their classes. The syllabus may be distributed either in print or electronically. Also, a copy of each syllabus shall be provided to Carolyn Whitters in the departmental office no later than the end of the first week of class, and will be added to the I-drive. Course syllabi shall contain the following information:

1. complete course title and number; name of professor; term, year;
2. statement of faculty member's accessibility to students outside of class (e.g., office hours, telephone number);
3. prerequisites (if any) for the course;
4. course objectives that specify measurable and/or observable student learning outcomes. These learning outcomes should state course objectives in language that makes explicit the knowledge and skills students should have after completing the course. Consequently, these objectives may be quantitative or qualitative, as appropriate for the learning outcomes. The learning outcomes for general education courses are available at www.gsu.edu/~wwwfhh/goals.doc as approved by the GSU Senate 2/13/04.
5. course assignments (e.g., required readings and activities) and due dates;

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6. specific course requirements (e.g., written and oral tests and reports, research papers; performances). In cross-listed undergraduate and graduate classes, the course requirements will clearly specify how the nature (quality and/or quantity) of the work expected of students and the criteria for evaluation of the work produced be commensurate with the degree level. Any projects and/or other activities required specifically of graduate students taking the course and the criteria by which student work will be judged must differentiate graduate-level from undergraduate-level work;
7. grading policy: how the final grade is to be determined with respect to the weights assigned to various course requirements;
8. attendance policy (see current University general Catalog for University guidelines). Syllabi should state specific requirements for attendance including requirements for the frequency and kind of participation by designated channels;
9. list of text(s) or other required course materials;
10. make-up examination policy;
11. all syllabi should include the following statement: 'The course syllabus provides a general plan for the course; deviations may be necessary.'
12. all syllabi should refer to the Policy on Academic Honesty (Section 409).
13. all syllabi should include the following statement: "Your constructive assessment of this course plays an indispensable role in shaping education at Georgia State. Upon completing the course, please take time to fill out the online course evaluation."
14. all syllabi should include the following statement: "Students who wish to request accommodation for a disability may do so by registering with the Office of Disability Services. Students may only be accommodated upon issuance by the Office of Disability Services of a signed Accommodation Plan and are respon-

sible for providing a copy of that plan to instructors of all classes in which accommodations are sought.

(Numbers 1 - 12 passed by the Senate Committee on Faculty Affairs, 1996; Number 13 passed by the University Senate on 12-11-08 Number 14 passed by the University Senate on 3/12/09)

PLACING MATERIALS ON RESERVE

Materials may be placed for varying amounts of time on reserve for students. Consult this page for more information: library.gsu.edu/reserves/.

TO "OVERFLOW" STUDENTS INTO YOUR CLASS

A student who "overflows" into a class is one who is added to your class roll even though the class is full or "closed." This should only happen when the capacity of the room is sufficient and the student must have instructor and department permission.

Instructors must send an e-mail to the addresses noted below with the student's Panther ID, the class CRN, and permission for the student to overflow into the class: If during the registration period, before the end of drop/add:

For undergraduate courses, send to Michelle Lacoss at mlacoss@gsu.edu.

For graduate courses, send to Robin Jackson at rmjackson@gsu.edu.

If after drop/add, send to mbrattain@gsu.edu for the Chair's approval.

Note that once authorization is entered, the student must still register themselves.

VERIFICATION OF ROLL

Verifying roll is required by the Registrar's Office, mainly to ensure that there are no errors in determining which students have enrolled in and paid for a course. You can verify roll through GoSolar or follow the link located at the PAWS portal (paws.gsu.edu) under the "classes" tab.

REQUESTING CLASSROOMS AND MEDIA

Advance requests to be assigned a classroom with media technology can be made by filling out a form distributed by Ms. Whitters through e-mail to all faculty. Note that the forms are circulated long before classes are actually scheduled. If you know that you will need media technology, fill out the form for the relevant semester and return it to Ms. Whitters by the deadline listed on the form, who will then complete with times, CRNs, etc., and process.

To request a change of room after your class has been assigned a location, complete the classroom request form located on the 'I' drive and send to Carolyn Whitters at cwhitters@gsu.edu for processing. Call 404.413.4321 if you have A/V problems in the classroom and a person will be sent to your room shortly.



NEW COURSE PROPOSALS

Proposals for new courses and changes to existing courses are entertained twice each year, once in the fall semester (usually August) and once very early in the spring semester (in January). If you wish to propose a new course, you need to fill out a form (ask either the director of graduate studies for a grad course or the director of undergraduate studies for an undergraduate class) and provide a rationale and a course syllabus. The proposal will be routed through the appropriate committee and, if approved, forwarded to the department for a vote at the next faculty meeting. Once departmental approval is granted, the course is forwarded to the college curriculum committee. It

typically takes 12-18 months for a course to appear in the college catalog.

CHECK CLASS ROSTER AND SUBMIT GRADES

The PAWS portal (paws.gsu.edu) includes a link to GoSolar under the “classes” tab. The basic process is detailed below:

GoSOLAR Web For Faculty: Quick Guide

Logging In

Go to gsu.edu and choose GoSOLAR at the top right corner, and again toward the top of the next screen. Type in your Campus ID and password. In case you have forgotten your password, click the “Help with Password” link on the “Login to GoSOLAR” page.

Faculty Options in GoSOLAR Web:

1. **View Class Roll**-- See the list of the students enrolled in your course.

*The “CRN” is the Course Reference Number. (What we used to call the Comp #.)

*Click on a student’s name to get their postal address and phone number. Faculty and staff should not reveal any information about students to anyone other than GSU employees – this includes the student’s parents. Moreover, if “**Confidential**” appears to the right of a student’s name, it is a violation of federal law to reveal any information about this student to anyone, including parents, other than GSU employees. Requests for information about students should be referred to the Registrar’s Office.

* If you have more than 50 students in your class, you will have to send the message to them in groups of 50.

2. **View Basic Course Information**-- See the number of students in a class, time, place, etc.

*You can see whether your request to change the location of your class has been approved.

3. **View Weekly Schedule**-- See all your classes in a weekly schedule format.

4. **Verify Roll for Federal Financial Aid** – Instructors must verify their roll during the semester for federal

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aid purposes. Faculty members will be contacted by Carolyn Whitters as a reminder to verify that each student on the roll has attended at least one class.

5. *Submit Final Grades* -

*You can move to the next student by hitting the tab key twice.

*You cannot enter an unauthorized grade.

*Grades are not saved until you click on Submit Grades. When you click Submit Grades, you will be returned to the Submit Grades page so that you can enter more grades. Click on Submit Grades regularly as you enter your grades.

6. *View Student Evaluation of Instructor*-- See your numerical and written student evaluations.

*You can see the response rate before grades are due. Encourage students to fill out the evaluations.

*The evaluations themselves are only visible after grades are due.

*Results of paper evaluations will not be available until six weeks after the semester.

7. *Select Term*

*Allows you to change the term you wish to look at. When you click Select Term from the Main menu, you will be taken back to the Main menu to choose one of the four tasks.

*You can also find Select Term at the bottom of the Class Roll and Basic Course Information pages. It will take you back to Class Roll if you clicked on Select Term at the bottom of Class Roll or take you back to Basic Course Information if you clicked on Select Term at the bottom of Basic Course Information.

8. *Select CRN*

*Allows you to change the class you wish to look at. When you click Select CRN from the Main menu, you will be taken back to the Main menu to choose one of the four tasks.

*You can also find Select CRN at the bottom of the Class Roll page. It will take you back to the Class Roll page.

9. *View Roll Verification Status*

10. *View Grade Submission Status*

*Allows you to check on grades that were submitted.

11. *Grade Adjustment Form*

* There is a link to the Grade Adjustment Form in excel at the bottom of the Grade Adjustment Procedures. Click on the tab for the Grade Adjustment Form, enter the student's information, and attach as an email to the proper channel (see the instructions below).

Exiting and Security

*Click on the exit button in the top right-hand corner.

*Don't leave your computer without exiting because you are logged on until you exit and anyone could get into your records.

*If you don't use the system for 30 minutes, you will be exited automatically. You will then have to log in again.

*Make sure that you have updated virus protection. Go to gsu.edu/security to install free anti-virus software.

GoSOLAR Web For Faculty : Frequently Asked Questions

Logon and Navigation

What happens if two people try to log on at the same time with the same ID?

The system will log out both users and pop them back to the main login page with the following message: "A break in attempt has been detected! Please login again."

How do I print pages from GoSOLAR Web for Faculty?

Use the print button on your browser.

Why doesn't the "Reload" or "Reset" button on my browser work properly?

To make the system more secure, this button has been essentially disabled. To reload a page you have to back to the home page and log in again.

Class Roll and Email Function

Why can't I view my class roll?

In order to view your class roll, you must be flagged as an instructor in the database AND you must be assigned as the instructor of a class. Contact your department so the staff can check to see if you are assigned to the class you are teaching. If you are assigned to the class that you are teaching and you still can't view your class roll, your department must contact Carolyn Whitters at cwhitters@gsu.edu.

Why are students on my GoSOLAR class roll but not my uLearn roll?

You need to upload them to your uLearn roll. See the uLearn Faculty Lounge for instructions on doing this.

Why doesn't the class count at the top of class roll page match with the actual number of students on the roll?

Students who have withdrawn from all their classes are deleted from the class rolls but still included in the class count at the top of the roll and still appear on the Submit Final Grades page. However, students who have withdrawn from only some of their classes still appear on the call roll. This is not error in the program. It was designed to work that way. We are investigating the possibility of a redesign.

What does the column with RW, RE, etc. mean?

It indicates how the student registered or withdrew from the course. RW = Web registered (Student enrolled via the web), WW = Web Withdrawn (Student withdrew via the web), RE = Registered administratively (Student was registered by GSU), WD = Withdrawn administratively (Student was withdrawn by GSU), WH = Hardship withdrawal, AU = Audit

If a student withdraws, how does that appear on the Class Roll?

The withdrawal date will show on the Class Roll page.

Can we get the class roll downloaded as Excel files?

Not directly. But when you have the class roll page up, you click on "File" and then "Save As," save the page and then open it up in Excel. All the students will

be there. One then has to delete the extra rows and columns.

Who do I contact if the email function is not working from the class roll?

In order for the email function to work properly, a default email application must be set up on your browser. Contact Carolyn Whitters at cwhitters@gsu.edu and request a workstation support staff to help you set up the default email application on your browser.

Do other students see the e-mail address of a student marked "Confidential" when you send an e-mail to the whole class?

Yes. However, faculty may give out a student's GSU generated e-mail address to other students and the GSU generated email address is all that students see when the GoSOLAR email the class function is used. For further questions about what information you may give out, contact the Registrar's Office.

Submitting Grades

How does team teaching work? Can all instructors record grades or just the primary instructor?

All instructors can see all the course information and send emails. Only the primary instructor can enter grades.

How do I enter a grade if a student has withdrawn from my course?

If the student withdrew before the midpoint, then W and WF will be available. You should assign W or WF depending on whether the student was failing the course when they withdrew. If the student withdrew after the midpoint, the student will automatically be assigned a WF.

What if I have such a large class that I cannot enter the grades before the 30 minute time limit?

When you click on Submit Final Grades, you are returned to the submit grades page. So you can enter 10 or 15 grades, click on Submit Final Grades, and continue entering grades, click on Submit Final Grades again, etc. Each time you click on the Submit button,

TEACHING

toward the top of the grades page after the course title information, the system gives you a message that “The changes you made were saved successfully.”

Can staff enter grades for faculty?

Faculty should enter their own grades in GoSOLAR Web for Faculty. Staff should not enter grades for faculty. Exceptions may be approved by the department chair or dean of the college.

Suppose that I am teaching a cross-listed course. How do I enter the grades?

Grades must be entered separately for each CRN.

When can students see their grades?

Students are not able to see grades on Web for Student until the Registrar’s office runs end of the term grade processes. This will occur a day or two after grades are due.

HOW DO I CHANGE A GRADE?

The process is explained here, but for more detailed directions go to the I Drive:\His Documents\registrar instructions\Grade Adjustment Instructions.pdf. The Grade Adjustment form should be sent as an attachment through Outlook to gradeadjustment@gsu.edu or the department chair, based on the type of grade change.

There is a two week turnaround time for all grade adjustment requests. If the student listed in the grade adjustment form is graduating, please indicate it within the subject line of your email.

Simple Change of Grades (letter grade to letter grade or extension of an I)— The instructor needs to email the Grade Adjustment form as an attachment to the chair at mbrattain@gsu.edu. If approved, the chair will then forward the instructor’s email to gradeadjustment@gsu.edu.

Change of NR, I, or IP to a Letter Grade—The instructor needs to email the Grade Adjustment form as an attachment directly to gradeadjustment@gsu.edu.

edu. The instructor needs to email a form for each student who has an NR or I on his/her record; a list of students will not be accepted.

Extension of Incompletes—If an instructor would like to extend an Incomplete after the allowable terms, a Grade Adjustment form requesting the extension must be sent to the chair at mbrattain@gsu.edu. The chair’s approval will then be forwarded to gradeadjustment@gsu.edu. Please remember that you cannot change an “F” back to an “I.”

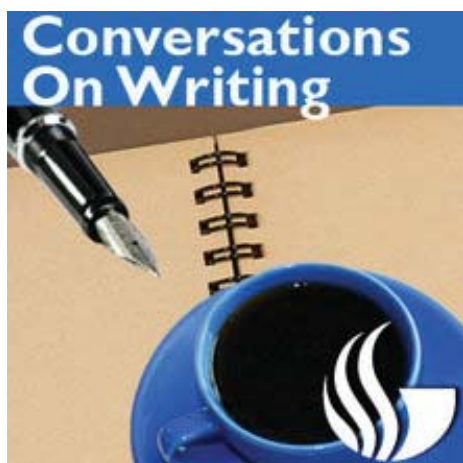
In all cases stated above, the instructor’s email must originate from his/her Georgia State email account and must include the complete Grade Adjustment form as an attachment. Instructors can directly send the emails requesting a change of grade to gradeadjustment@gsu.edu only when the original/current grade is an NR, I, or IP. All other requests need to be submitted to the chair for his/her approval. The Grade adjustment procedure should not be used to “officially withdraw” a student from a course.

SUMMER TEACHING; MAYMESTER VS. 7-WEEK

Maymester is a short three-week term; the “regular” summer term is seven weeks. Watch for an email from the department’s scheduler in fall if you want to teach during the summer.



WRITING & LIBRARY RESOURCES



WRITING STUDIO

The Writing Studio at Georgia State provides free writing tutorials for various writing projects. Services are available to all faculty, staff, and students. Faculty may request classroom visits to acquaint students with the services of the Writing Studio, or tutors can visit your classroom to work with students on a specific project. Visit writingstudio.gsu.edu/index.html for more information.

CRITICAL THINKING THROUGH WRITING

History 3000 and History 4990 classes will function as the department's required critical thinking courses. Faculty who teach these two classes must be certified as CTW instructors. Contact Rob Baker for more information at robertbaker@gsu.edu.

LIBRARY RESOURCES

GIL is the online catalog for the University Library and the Law Library, and lists the holdings of all libraries within the University System: library.gsu.edu/index.php

GALILEO is an initiative of the Board of Regents of the University System of Georgia and provides access to over 100 databases indexing thousands of periodicals and scholarly journals: galileo.usg.edu/scholar/gsu/subjects/

Galileo requires a password for off-campus entry, which can be found and the password may be found on the MyGIL page gil.gsu.edu/cgi-bin/Pwebrecon.cgi?DB=local&PAGE=pbLogon.

GIL Express allows students, faculty, and staff of USG schools to search a single online catalog that includes the holdings of all 35 USG libraries, and request delivery of regularly circulating books to the library of your choice. Deliveries arrive within 2-3 days.

InterLibrary Loan (ILL) is a borrowing service for GSU students, faculty and staff, where books, articles, and other materials that are not found in GSU collections can be requested. Login to Illiad is at: illiad.gsu.edu/illiad/GSU/logon.html

Faculty may also borrow materials from the libraries at **Emory University**. Show your GSU ID card and you are able to check-out most items for four weeks.

The PAWS portal also links to library resources under the "library" tab.

LIBRARY LIAISON - JILL ANDERSON

Jill Anderson is the history liaison in the library. A great resource for students and faculty, Jill will hold library information sessions for particular classes upon request. Contact Jill at janderson73@gsu.edu or 404-413-2722.

RESEARCH, GRANTS & ANNUAL REPORTS

HOW DO I SPEND MY PROFESSIONAL DEVELOPMENT MONEY?

You may use your professional development money for any number of purposes: memberships in professional societies, book purchases, conference registration, travel to conferences or archival sources, etc. Purchases can be done by Paula Sorrell, or you can do it yourself and submit the receipts to Paula. You should also keep your professional development form up to date (Paula sends out an Excel file each year for you to use).

For all travel, complete a “travel authorization form” and obtain approval by the chair and, ultimately, the provost before you book anything. Upon return, complete a “travel expense statement” form and submit it to Paula with all of your receipts (make copies for yourself before submission). Each form is located at www2.gsu.edu/~wwwspc/Forms/.

Per diem rates can be found at: gsa.gov/portal/category/21287. In normal budgetary times, you should plan on either using or “encumbering” your professional development funds by May 1 or risk having the money “swept” by the college; in abnormal times the deadline is likely to be earlier but Paula Sorrell will give as much warning as possible.

WHAT DO I NEED TO DO TO APPLY FOR A GRANT?

Faculty are encouraged to seek outside funding for their research, but there are a number of steps you should take prior to heading off for a year of research. The grant needs to “routed” through the college. The form is located here, http://www.cas.gsu.edu/admin_research.aspx, and requires several elements: a budget, signatures of the chair and dean, etc. etc. Plan to submit your grant proposal to the Dean’s Office (Kayron Gilstrap, Grants and Contracts Officer, 620 GCB) six days before the application deadline.

RESEARCH SUPPORT

For university research services and administration to support faculty research projects, visit: gsu.edu/research/index.html.

INTERNAL GRANTS

University Research Services and Administration funds several internal grants to faculty through university-wide grant competitions. Deadlines for annual competitions are normally early in the spring semester. Information is available at: gsu.edu/research/internal_grant_program.html.

SUMMER RESEARCH FUNDING

History faculty may also be eligible to compete for summer research funds granted by the department as the Copen and Ellen Evans Foundation Awards. These funds may provide support for travel and/or summer salary. Faculty are normally invited to submit proposals in spring semester.

ANNUAL REPORT AND TEACHING PORTFOLIO

Faculty must submit an annual report package that details their professional development, service, and instructional work over the previous calendar year (not academic year). Normally due in January, the package includes an annual report, CV, and teaching portfolio. You will be notified about the deadline and format by the chair at the end of the year.

The annual report template varies slightly from year to year, but generally follows the same format as included in Appendix ‘A’ of this handbook and at I:\His Documents\Annual Reports.

The Teaching Portfolio should include: an overview and list of courses taught during the calendar year, a statement of teaching goals (both in general and in relation to specific courses), a list of dissertations and theses directed, a list of independent study courses you have organized and directed, a list of the graduate committees on which you have served, and materials from a selection of your courses – syllabi, exams, and course evaluations.

The College Policy on Assessment of Teaching Effectiveness for Full-time Faculty and Visiting Lecturers can be found in the Appendix ‘B’ and Appendix ‘C,’ respectively.

PROMOTION & TENURE

PRE-TENURE/PRE-PROMOTION REVIEW

Lecturers and tenure-track faculty both undergo a “third-year review.” The review is meant to provide an opportunity to guide colleagues in productive ways toward promotion either to associate professor with tenure or senior lecturer. The process, which begins in the spring semester of one’s third year, requires faculty to submit a folder detailing their professional development, instruction, and service. The dossier is reviewed by a committee of tenured faculty/senior lecturers and the chair. Results are forwarded to the Dean’s Office. Tenure-track faculty meet with the associate dean and the chair to discuss their progress toward tenure. The Dean’s Office also evaluates material submitted by lecturers. The time line for submission is established by the Dean’s Office, but usually takes place in March. Faculty are welcome to consult with colleagues for samples of the dossier. For tenure-track faculty, the contents of the dossier include sections dedicated to professional development, instruction, and service. For lecturers, the dossier has sections dedicated to instruction and service.

Professional Development includes:

- List of Publications and Presentations
- Summary of Publications
- Copies of Publications
- Reviews of Previous Publications
- Overview of Current Research
- Plan for Current Research
- Funding Plans
- Annual Reports

Instruction includes:

- A summary of the courses you have taught and course enrollments
- Your teaching philosophy and instructional goals
- A list of the student work you have directed (graduate and undergraduate)
- A list of the student committee memberships
- A list of the independent readings or research courses you have supervised
- The student evaluations from your courses

Service includes:

- The committees upon which you have served
- The service to students you have performed (for instance, writing letters of recommendation)
- A list of service outside of Georgia State – to the discipline as well as to regional and national organizations

HOW ARE PROFESSIONAL DEVELOPMENT, INSTRUCTION, AND SERVICE ASSESSED?

Descriptions of review criteria for promotion and tenure appear in the department and college manuals for promotion and tenure. Descriptions of review criteria for third-year reviews and promotion of lecturers appear in the Lecturer Review and Promotion Policy.

Note: These are the criteria used within the department and college. All decisions for promotion and tenure must also receive final approval from the provost and president.

PROMOTION & TENURE MANUALS

FACULTY:

The Departmental Promotion and Tenure Guide:
cas.gsu.edu/docs/admin/facrev/pt/pt_hist.pdf

The College Promotion and Tenure Guide:
cas.gsu.edu/docs/admin/facrev/pt/pt_as.pdf

LECTURERS:

The college and departmental guides:
cas.gsu.edu/docs/admin/facrev/lect/lect_as.pdf

WHERE CAN I FIND OTHER INFORMATION FOR GSU FACULTY?

gsu.edu/~wwwhis/1385.html

APPENDIX 'A'

GEORGIA STATE UNIVERSITY FACULTY ANNUAL REPORT (CY 2010 DRAFT)

[an electronic copy is also located on the I Drive]

NAME:

DEPARTMENT:

CREDENTIALS:

A. Certifications:

B. Licensures:

INSTRUCTION:

A. Courses and Related Activities:

1. Courses Sections (recorded in Georgia State GoSolar system / viewable in FIMS system):
2. GSU-related teaching:
3. Other GSU teaching-related activities:

B. Instructional Publications:

1. Books:
2. Book chapters:
3. Journal articles:
4. Other:

C. Student Work Direction:

1. Dissertations (or doctoral thesis):
2. Theses (masters level):
3. Masters projects:
4. Honors project:
5. Independent study/directed readings:
6. Internships:
7. Clinical supervision of Students:
8. Professional scholarly papers supervised by faculty:
9. Papers presented at professional conference:
10. Portfolios or projects by students supervised by faculty outside of courses:
11. Jury evaluation of student work:
12. Recitals or performances by students:
13. Membership on committees, such as exam/program committees, for individual student work:
14. External reviewer of the work of a student at another institution:

GEORGIA STATE UNIVERSITY FACULTY ANNUAL REPORT (CY 2010 DRAFT) - CONTINUED

D. Course Development:

1. Instructional innovation or improvement related to curriculum or course design:
2. Instructional innovation or improvement related to course delivery:

E. Teaching Recognition:

F. Other instructional activity:

SCHOLARLY WORK, RESEARCH, AND OTHER CREATIVE ACTIVITIES:

A. Sponsored Activities:

1. External funding:
2. Internal funding:

B. Publications:

1. Scholarly articles:
2. Law review and law journal articles:
3. Professional/ practitioner articles:
4. Books and monographs:
5. Book chapters, essays, and articles:
6. Scholarly conference proceedings:
7. Scholarly conference proceedings abstracts:
8. Reviews of scholarly works of others for publication:
9. Reprints of previously published scholarly writing:
10. Creative writings:
11. Encyclopedia entries:
12. Public reports and government documents:
13. Bibliographies:
14. A-V media:
15. Musical scores:
16. Computer software:
17. Research artifacts:
18. Other writings:

C. Presentations:

1. Papers/presentations (conference, symposia, etc.):
2. Papers/presentations (other college/university):
3. Discussant/commentator:
4. Exhibitions:
5. Performances:

APPENDIX 'A'

GEORGIA STATE UNIVERSITY FACULTY ANNUAL REPORT (CY 2010 DRAFT) - CONTINUED

D. Recognition of Scholarly/Creative Activity:

1. Awards and honors:
2. Significant discussions (citations) of published work, exhibitions, or performances:
3. Significant professional scholarly activities:

E. Other significant scholarly/creative activities:

SERVICE:

A. Department:

1. Committee:
2. Departmental service in other capacities:

B. College/division:

1. Committee:
2. College service in other capacities:

C. University:

1. Committee:
2. University service in other capacities:

D. University System:

1. Committee:
2. System service in other capacities:

E. Profession:

1. Professional organization offices:
2. Professional organization committees:
3. Memberships on advisory boards, committees, external P&T committees, or review boards:
4. Membership on academic and professional accreditation or certification bodies:

F. Community:

1. Professionally related committee, panel, or ongoing organizational engagement:
2. Professional presentations:

G. Media:

1. Print media:
2. Broadcast media:
3. Article:

GEORGIA STATE UNIVERSITY FACULTY ANNUAL REPORT (CY 2010 DRAFT) - CONTINUED

H. Other significant service activities:

PROFESSIONAL DEVELOPMENT:

A. Memberships in professional organizations:

B. Continuing education in the profession:

C. Other professional development activity:

MANAGERIAL:

A. Recurring activities:

B. Non-recurring activities:

C. Other:

APPENDIX 'B'

COLLEGE OF ARTS AND SCIENCES

POLICY ON ASSESSMENT OF TEACHING EFFECTIVENESS FOR FULL-TIME FACULTY

The College of Arts and Sciences is committed to the assessment of teaching as a means of determining effectiveness in promoting student learning and of identifying constructive ways of improving teaching performance for all faculty. Even highly effective instructors can benefit from regular feedback on their performance as measured by a variety of significant criteria. Such feedback can help faculty gauge their effectiveness and guide reflection on the continued improvement of their teaching.

After the completion of the annual reports (January), members of the departmental executive committee or a subcommittee approved by the Dean's Office shall provide the chair an overall teaching rating for each full-time faculty member in the department, excluding the chair. No committee member shall participate in his/her own evaluation. The ratings shall employ the following categories: outstanding (6), excellent (5), very good (4), good (3), fair (2), poor (1). Criteria for these ratings will be provided in departmental promotion and tenure manuals and may vary depending on disciplinary and departmental context. Departments may also wish to develop checklists for their committees which indicate the criteria most relevant to their discipline for receiving a particular numerical score. Committee members may also provide a brief statement explaining the most significant factors that affected the numeric ratings. It shall be open to the chair, if s/he sees fit, to discuss with committee members the grounds for their ratings and, as appropriate, to mentor faculty on this basis for the sake of improving their teaching. The chair shall take the assessments into consideration in recommending merit raises and merit equity.

It should be noted that the committee members' assessments, which evaluate faculty performance for the previous calendar year, constitute the first level of evaluation. The next level is the chair's evaluation, which reviews the faculty member's annual and cumulative multi-year performance. Following the chair's evaluation, the area chairs, together with the associate dean, make a further multi-year evaluation, which is forwarded to the Dean for a final college evaluation.

The results of the annual assessment of teaching effectiveness should inform efforts to improve instruction. As appropriate, the chair should use these results to mentor faculty for the sake of improving their teaching and to propose ways to utilize departmental, college, and university resources, including those provided by the Center for Teaching and Learning.

It is expected that the specific nature of instructional activities will vary as a function of the mission of the department and the workload assignment of the faculty member. Thus, it is expected that the distribution of effort across different instructional activities will vary and that evaluators will assess the effectiveness of teaching across the full range of instructional activities. Among the factors committee members and other evaluators should consider in their assessments are:

Quality of course content

Committee members shall assess quality of course content through review of syllabi, examinations, and other supplementary materials. Syllabi should be reviewed for conformity with university guidelines, differentiation of graduate and undergraduate expectations, reading assignments appropriate to course level and catalog description. Course materials should also be assessed for their appropriateness in relation to the current state of knowledge in the field. To assist the committee in judging these matters, faculty members may provide additional materials, such as customized texts, handouts, software, and other relevant information. In departments that give standardized and/or departmental examinations, scores on these examinations should be included for review. Credit should also be given to faculty whose courses are structured in ways that cultivate curiosity, creativity, and critical acumen in their students.

Direction of undergraduate, graduate, and postdoctoral students

a. Committee members shall review the extent and quality of faculty efforts in the following areas: directing graduate theses and dissertations or artistic/creative activities; supervising graduate teaching or practica; mentoring postdoctoral students. The Committee shall review the effectiveness of these efforts as judged by outcomes in such things as presentations at professional meetings, publications, performances, recitals, and exhibitions.

b. Committee members shall review the extent and quality of faculty efforts in the direction of undergraduate independent studies, practica, honors theses. The Committee shall review the effectiveness of these efforts as judged by such outcomes as student success in acceptance to graduate or professional schools, scores on national examinations, and special awards or achievements.

New Courses, New Teaching Practices, and other contributions to Instructional Programs
Committee members shall consider the effective development and execution of new courses, significant involvement in the development of new instructional programs, the use of new teaching techniques and practices, teaching awards, and in general the faculty member's level of commitment and contribution to the quality of the teaching program.

Student evaluations

a. Committee members shall review the student evaluation scores in the context of the range of scores for specific courses and for similar level courses (i.e., 100, 200 etc.) both within the department and within the disciplinary area. The information, which will be provided by the chair, shall also include other important variables, such as class size, whether the course is required or an elective, the response rate on the evaluations, and number of students enrolled in the course. With concurrence of the associate dean, the department chair may also supply the committee with any other special information about teaching context that may significantly influence instructional effectiveness (e.g., availability of facilities, equipment, and materials).

APPENDIX 'B'

b. Committee members shall also review written evaluations and factor these into the merit score. Members may, if they see fit, include for the Chair a brief account of the most salient features of the written evaluations, noting significant patterns in the comments.

In general, evaluations are indicators of student perceptions. The evaluations should be judged in the context of other information and should not be the sole basis for evaluating teaching effectiveness or for making fine-grained distinctions.

Teaching Portfolios

To facilitate the evaluation process, each faculty member shall compile a teaching portfolio that contain the materials required for the above assessments. Portfolios shall include numerical evaluations for all courses and a list of all independent studies, theses, and other such courses one has directed. In addition, faculty shall include in the portfolios more complete data (syllabi, exams, written student evaluations and other materials) from two courses per year - one a specialty course and one a more general course. In consultation with the Chair, faculty members shall vary the courses in the portfolio so that over a three-year period it will contain a broad representation of the courses they have taught. It shall be the faculty member's responsibility to have these portfolios ready for review in January at a date set by the Chair.

Additional Methods

Departments may consider developing additional assessment methods, which may vary from unit to unit as best suits particular disciplines and departments. Among the alternatives that might be explored are, for example, more extensive teaching portfolios than the type described above, peer review, mentoring of junior faculty by accomplished senior faculty, and teaching "pairs" (where each faculty member provides feedback to the other). Departments should include procedures that provide ongoing monitoring of instruction, teaching mentoring, and written documentation of teaching progress. Adoption of such additional measures and procedures shall require support by a majority of the tenured and tenure-track faculty.

COLLEGE OF ARTS AND SCIENCES**POLICY ON ASSESSMENT OF TEACHING EFFECTIVENESS FOR VISITING INSTRUCTORS AND VISITING LECTURERS**

The College of Arts and Sciences is committed to the assessment of teaching as a means of determining effectiveness in promoting student learning and of identifying constructive ways of improving teaching performance for all faculty. Even highly effective instructors can benefit from regular feedback on their performance as measured by a variety of significant criteria. Such feedback can help faculty gauge their effectiveness and guide reflection on the continued improvement of their teaching. Accordingly, College faculty undergo regular assessment of their instructional efforts. The following describes the assessment procedures for Visiting Instructors and Visiting Lecturers.

At the completion of each semester, members of the departmental executive committee or a subcommittee approved by the Dean's Office shall provide the Chair a teaching rating for each visiting instructor or visiting lecturer. The ratings shall employ the following terms: outstanding, excellent, very good, good, fair, poor. Committee members may also provide a brief statement explaining the most significant factors that affected these ratings. The Chair may discuss with committee members the grounds for the ratings and, as appropriate, mentor visiting faculty on this basis for the sake of improving their teaching.

Among the factors committee members and other evaluators consider in their assessments are:

1. Quality of course content.

Committee members shall assess quality of course content through review of syllabi, examinations, and other supplementary materials. Syllabi should be reviewed for conformity with university guidelines and to see that reading assignments are appropriate to the course level and catalog description. Course materials should also be assessed for their appropriateness in relation to the current state of knowledge in the field. To assist the committee in judging these matters, faculty members may provide additional materials, such as customized texts, handouts, software, and other relevant information. In departments that give standardized and/or departmental examinations, scores on these examinations should be included for review.

2. Enhancing creativity and independent critical thinking; new teaching techniques

Credit should also be given for courses that cultivate students' curiosity, creativity, and critical acumen, or that employ new and especially effective teaching techniques.

3. Student evaluations

a. Committee members shall review the student evaluation scores in the context of the range of scores for specific courses and for similar level courses (i.e., 1000, 2000 etc.) both within the department and within the disciplinary area. The information, which will be provided by the Chair, shall also include other important variables, such as class size, whether the course is required or an elective, the response rate on the evaluations, and number of students enrolled in the course.

APPENDIX 'C'

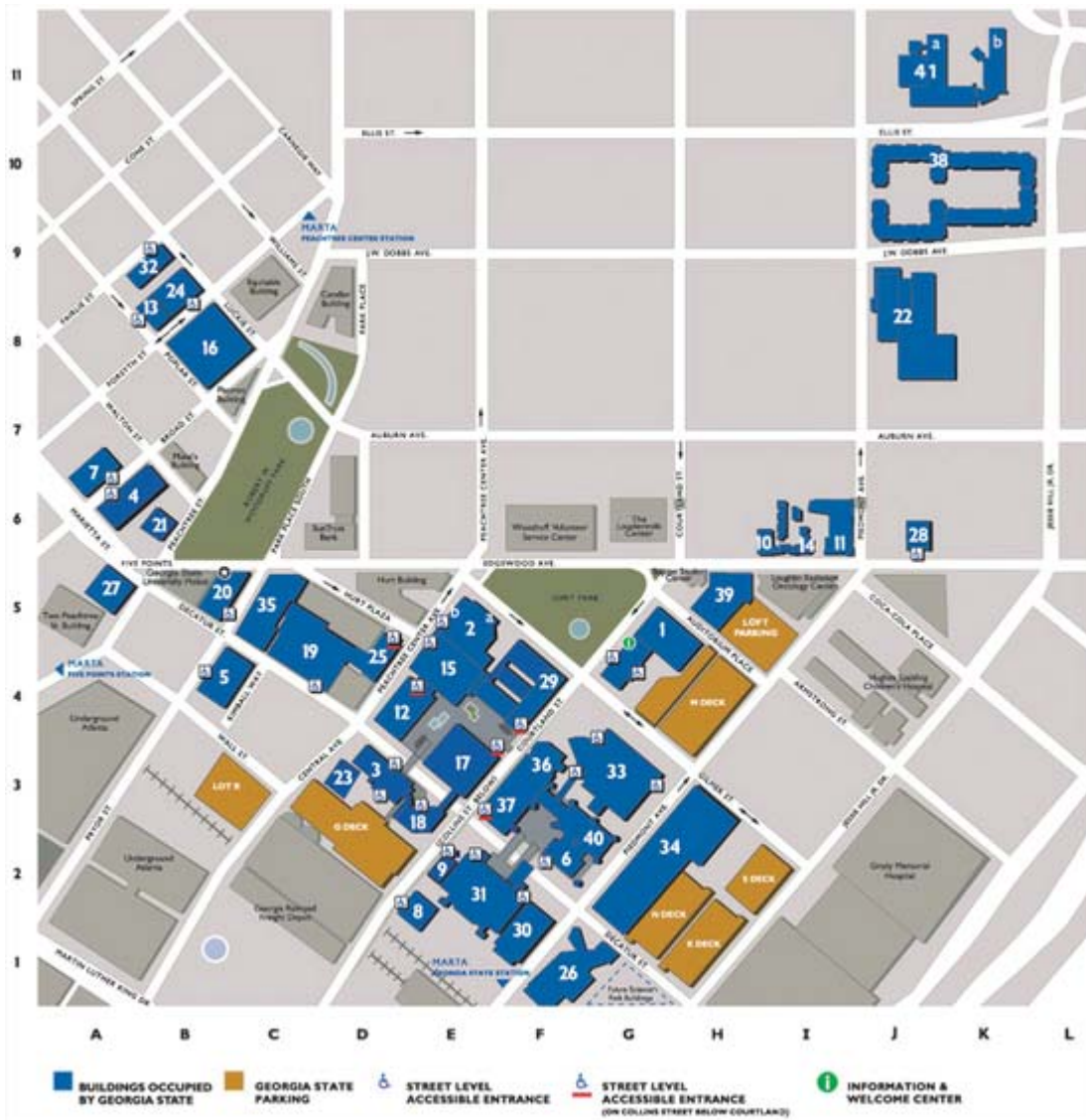
b. Committee members shall also review written evaluations and factor these into the merit score. Members may, if they see fit, include for the Chair a brief account of the most salient features of the written evaluations, noting significant patterns in the comments.

4. Teaching Portfolios

To facilitate the evaluation process, each faculty member shall compile a teaching portfolio containing the materials required for the above assessments. Portfolios shall include numerical evaluations for all courses. In addition, faculty shall include in the portfolios more complete data (syllabi, exams, written student evaluations and other materials) for one course from each of the distinct types of course they have taught in a given semester. For example, if a faculty member taught only sections of English 1101 in a given semester, then his or her portfolio should contain detailed information from one of the sections of English 1101, whereas if the faculty member taught sections of English 1101 and English 1102, then the portfolio should contain detailed information from one of the sections of English 1101 and from one of the sections of English 1102. It shall be the faculty member's responsibility to have these portfolios ready for review soon after the completion of each semester, at a date set by the Chair.

5. Additional Methods

Some departments employ additional assessment methods, such as peer review, and, if so, the Chair, in consultation with the departmental Executive Committee and the Dean's Office, may require that information from these other assessment methods be included in the portfolio.



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| <ul style="list-style-type: none"> 1. Dahlberg Hall (DBERG) G5 2. Arts & Humanities (ARTS) E5 2a. Florence Kopleff Recital Hall 2b. Ernest G. Welch Gallery 3. Classroom South (CLSO) D3 4. J. Mack Robinson College of Business (RCB) A6 5. College of Education (COE) B4 6. College of Law (LAW) F2 7. Bennett A. Brown Commerce Building (BBCOM) A7 8. Courtland Building (COURTB) E2 9. Courtland North (COURTN) E2 10. 148 Edgewood (148EDG) I6 11. Freshman Hall (FRHALL) I6 12. General Classroom (GCB) D4 13. Hass-Howell Building (HASS) B8 14. Interest Housing (INTHOU) I6 15. Kell Hall (KELL) E4 16. Helen M. Aderhold Learning Center (ADHOLD) B8 17. Library North (LIBNO) E3 18. Library South (LIBSO) E3 19. Natural Science Center (NSC) C5 20. One Park Place (1PP) B5 21. 34 Peachtree St. Building (34PTRE) B6 | <ul style="list-style-type: none"> 22. 75 Piedmont (75PIED) J9 23. Research Support Building (RSB) D3 24. Rialto Center for the Arts (RIALTO) B9 25. Science Annex (SCIANX) D4 26. Parker H. Petit Science Center (PETIT) F1 27. Andrew Young School of Policy Studies (AYSPS) A5 28. Sculpture Studio (SCULP) J6 29. Sparks Hall (SPARKS) F4 30. Sports Annex (SPTANX) F1 31. Sports Arena (ARENA) E2 32. Standard Building (STAND) B9 33. Student Center (STUCTR) G3 34. Student Recreation Center (REC) G2 35. Ten Park Place (10PP) C5 36. University Bookstore (BOOK) F3 37. University Center (UCTR) F3 38. University Commons (COMMON) K10 39. University Lofts (LOFTS) H5 40. Urban Life Building (URBAN) G2 41. Piedmont North K11 41a. Piedmont North Bldg A (PIEDNA) 41b. Piedmont North Bldg B (PIEDNB) |
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