



Department of History Faculty Handbook

2019-2020 Academic Year

2115 Francis Scott Key Hall
College Park, MD 20742
301-405-4265 (Main Office)
301-314-9399 (Fax)

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 2019-2020 is available in the Department of History office (Key 2115) or online at:

<http://www.faculty.umd.edu/teach>

Department Coordinator: Gail Russell—email gruss@umd.edu, phone 301-405-4260

Department Scheduler: Courtney Dahlke—email cdahlke@umd.edu, phone 301-405-4262

Director of Finance: Lisa Klein—email lklein32@umd.edu, phone 301-405-4258

Graduate Studies Program Coordinator—email jlhall@umd.edu, phone 301-405-4268

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I. Getting Oriented

A. First Steps: Directory ID, University Photo ID, and MFA

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 <https://identity.umd.edu/id/newuser> University Photo IDs can be obtained on the first floor lobby of the Mitchell Building. ID cards enable you to: access classroom buildings, access technology equipment in classrooms, access library and information services, as a photo copy card, serve as your Terrapin Express debit card for on campus eateries and retailers, obtain athletic tickets (using the barcode on the reverse of your card), access campus recreational facilities, gain admission to campus sponsored events, ride the University's Shuttle bus, and receive discounts at some area vendors.

In addition, All UMD and University System of Maryland community members must use multi-factor authentication (MFA) to log into most online university resources, including ELMS-Canvas, Payroll and Human Resources (PHR), Testudo, Terrapin Express, Box, and library services. For instructions on how to enroll in MFA, visit <https://it.umd.edu/MFA>. If you need assistance, see the Department Coordinator.

B. Getting to and from Campus

Parking Permits: Contact the Department Coordinator in the Department of History office, 2115 Francis Scott 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/schedules.html>

C. Your Office and Building Access

Each member of the teaching faculty will be assigned office space in either Francis Scott Key Hall or Taliaferro Hall (TLF). See the Department Coordinator 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 the Department Coordinator (301-405-4260); there will be a charge of \$5.00 for replacement keys.

Faculty offices are equipped with desks, chairs, bookcases, and file cabinets. If you need any furniture, contact the Department Coordinator at 301-405-4260.

D. Phones and Email

1. Voicemail

Every faculty office is equipped with a telephone and voicemail service. To set up your voicemail, access this information or contact the Department Coordinator for more information: www.itsc.umd.edu (in *How can we help?* box, search *voicemail*)

2. Email

UMD Google Gmail is the University e-mail service. You will receive your email address after you have completed the process of establishing a directory ID and password. See <http://www.it.umd.edu> for more information.

You may retrieve your email via a web browser such as Internet Explorer or Firefox, or on mobile devices such as iPhone, BlackBerry, and Android. For more information, visit <http://www.it.umd.edu/>. To retrieve your email from home using a web browser, you may use mail.google.com.

E. Photocopying/Duplicating/Scanning

Each faculty member will be assigned a four-digit copy code; please see the Department Coordinator 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 exams. Syllabi, articles, and other course readings should be scanned and uploaded into Canvas (ELMS).

To request scanning for classes, submit your materials at least 48 hours in advance. See the Department of History Work Order forms immediately to your left when entering 2115 Key. **In courses where there are teaching assistants, the TAs are expected to scan course materials.**

Also, the office staff and student employees are no longer permitted to copy or scan more than 1 chapter per book or 10% of a book that has less than 10 chapters. Any questions about this policy should be directed to the Department Coordinator at 301-405-4260.

If you have a large quantity of pages to copy or print, such as a manuscript, inform the Director of Finance at 301-405-4258. Faculty are requested to replenish paper for large projects or printing that is not course-related.

F. Supplies

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

A limited amount of office supplies are stocked in the Department office in 2115 Key. 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 Department Coordinator in 2115 Key. Allow at least 24 hours for your request to be filled if it is a regularly stocked item; special requests may take up to two weeks.

G. Mail

All teaching faculty are provided a mailbox in 2114 Key. Bins for outgoing mail are located in 2115 KEY. 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 the Department Coordinator.

H. Faxing

The fax machine in 2115 Key is available to faculty as needed. The number is 301.314.9399. See the Department Coordinator for assistance sending international faxes.

I. University of Maryland Website: <http://www.umd.edu>

1. Finding Someone: the University Directory

The University directory (<https://identity.umd.edu/search>) 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. The directory can be accessed from umd.edu through the search page under directories.

2. 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. For more information on courses, schedules and books, contact the Department Scheduler at 301-405-4262.

3. Finding the Academic Calendar

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

4. Finding Your Way Around Campus: Campus Map

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

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

The department website includes information about programs, centers, research projects, faculty, and more. **To get access to add or update your faculty bio** or to submit information for inclusion on the website, contact the Department Coordinator at 301-405-4260. Social media (Facebook and Twitter) are also maintained by Department staff. Please see the social media policy in the appendix for more information.

K. News and Information

Maryland Today is a daily e-newsletter of faculty, staff, and student news. To subscribe, go to: <https://today.umd.edu/>.

For the **Campus Calendar of Events**, go to calendar.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.

L. Department of History Communications

1. Moderated Listservs and Mail Reflectors

hist-department@listserv.umd.edu	History Faculty, Visiting Faculty, and Staff
hist-fac@listserv.umd.edu	History Faculty
hist-us@umd.edu	U.S. Caucus
hist-eur@umd.edu	European Caucus
histwomencaucus@umd.edu	Women and Gender Caucus
eas-list@umd.edu	Early American Seminar
hgsa@umd.edu	History Graduate Students Association
gradhist@listserv.umd.edu	Graduate History Students

2. Department Newsletter

Keynotes, the Department of History newsletter, is distributed annually via email. The Department also publishes an e-newsletter, *Moments in History*. If you have news or information to include in either of these publications, send the information to hist-comms@umd.edu.

M. Faculty Assemblies

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.

N. Caucuses

Throughout the academic year faculty meet in caucuses to consider matters pertinent to their field. The standing caucuses are U.S., European, Latin American, Middle East, Global Interaction and Exchange, and Women and Gender.

O. 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/historicalstudies>

P. The Center for Global Migration Studies

Established in 2011, the Center for Global Migration Studies is an interdisciplinary home for the study of migration and immigration around the world both today and in the past. Previously the Center for the History of the New America, the Center's name was changed in 2016 to reflect its increasing emphasis on peoples moving around the globe. The Center provides a distinctive institutional home for interdisciplinary research, for training faculty and students, and for distributing information about the migrant experience to a broad public. For more on the Center, see: <http://globalmigration.umd.edu/>

II. PREPARING FOR YOUR CLASSES

NOTE: By vote of the faculty, all History Department courses are required to use the *Chicago Manual of Style* (Turabian) notes/bibliography format as the style guide for student work.

A. Guidelines for Undergraduate Courses (Adopted January 2002)

1. 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.

2. Skills We Hope to Promote

- a. How to read carefully and write clearly
- b. How to engage critically and constructively in discussions with peers
- c. How to develop a supportable position on a historical issue
- d. How to present ones positions in writing and orally
- e. How to distinguish among genres of written works, for instance, primary from secondary sources, monographs from textbooks from novels, scholarly from popular articles.
- f. How to interpret primary sources
- g. How to identify the arguments of secondary works, including textbooks, monographs, and scholarly articles
- h. How to evaluate the arguments of secondary works
- i. 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.

3. 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.

4. 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.

5. 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.

6. 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.

B. 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.

1. Expectations of Instructional Faculty

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

- a. 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
- b. 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
- c. 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
- d. 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.
- e. 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.
- f. Arrange for each graduate assistant to conduct a guest fifty-minute lecture, or a portion thereof

- g. 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.

2. Expectations of Graduate Teaching Assistants

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

- a. Your goals for the course, including mastery of content, pedagogy, skills acquisition
- b. Your expectations for what the teaching assistant is to accomplish in the discussion sections
- c. Your expectations about handling student absences, extensions, academic integrity, and conflict resolution
- d. 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?
- e. 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?
- f. 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
- g. 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?
- h. When and where you meet with the teaching assistant(s)?
- i. When will you observe the teaching assistant(s) in the discussion section?
- j. What are the standards by which you will evaluate the graduate assistant's performance?

3. The Teaching and Learning Transformation Center

- a. The Teaching and Learning Transformation Center is available to you and to your teaching assistants. TLTC is located in the Edward St. John Teaching and

Learning Center, room 1117, phone number: (301) 405-9356. Information about TLTC and its resources can be found on its website: <https://tltc.umd.edu/>

- b. TLTC also makes available a Teaching Resource Guide online.
See: <https://tltc.umd.edu/content/how-do-i>
- c. And, should you have questions or concerns related to working with graduate teaching assistants, contact the History Graduate Office in KEY 2131 (301-405-4268).

C. About Your Course Materials

1. Ordering Textbooks

Please also consult Teaching Policies and Guidelines for Faculty regarding Self-Authored Materials, Sale of Course Materials in the Classroom, & Reproduction of Copyrighted Material. <https://www.faculty.umd.edu/teach/material.html>)

a. 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 the following deadlines:

Fall Semester and Summer Session—May 1

Spring Semester and Winter Session—December 1

For specific questions or for help with ordering textbooks, please contact the Department Scheduler at 301-405-4262.

b. University Book Center

Textbooks may be ordered online through the University Book Center, via the FacultyEnlight system. Go to www.facultyenlight.com and click on “Adopt”.

Please e-mail a copy of all textbook orders to the Scheduler for the office files.

c. Obtaining Desk Copies

Faculty are responsible for ordering desk copies of required textbooks, both for themselves and, if applicable, for their TAs.

While the FacultyEnlight system does offer the option to order desk copies during the textbook adoption process, we have found that it is much more effective for the instructor of a course to visit the publisher’s website and follow their directions for obtaining free desk copies.

If you require assistance ordering textbooks or desk copies, please contact the Department Scheduler.

2. 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.

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.**

3. ELMS Course Management System: Canvas

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

4. Library Instruction for Your Course

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

a. Eric Lindquist's Contact Information:

1.) Phone: 301-314-7266

2.) Email: ericl@umd.edu

b. For examples of library websites customized for history classes, contact Eric.

5. Putting Course Materials on Library Reserve

The University of Maryland Libraries course reserves system is accessible through the University's ELMS course management system: <http://elms.umd.edu>. To learn how to load course reserves to ELMS (Canvas), see [http://www.lib.umd.edu/access/canvas instructions](http://www.lib.umd.edu/access/canvas_instructions)

6. Scheduling Videos and DVDs for Course Use

Library Media Services is the central media library for University Libraries and the campus. Formerly located in Hornbake Library, LMS merged with McKeldin Library in summer 2019. LMS serves the entire UM community in all subjects and academic levels for research, instruction and collaboration.

LMS features collections, equipment, viewing stations and group rooms. Computer workstations are available, some with media production software and conversion hardware. Media collections feature: international, public and instructional television, journalism, theatrical and independent documentaries, performances and world cinema. There are over 30,000 titles in a variety of formats: DVD, videodisc, CD, video and audio cassettes, 16 mm film, and slides. Access is also available to over 15,000 programs through digital libraries, online video databases and course reserves. Popular DVDs are also available to borrow as part of a general circulating collection.

Among the services LMS offers are:

- a. **External Loan of Audiovisual Materials for Course Use**
- b. **ELMS (Canvas) Course Reserve Request (Online Video)**
You can request a video be uploaded to your class's ELMS (Canvas) site. Films may run for a two-week period only. Requests should be made as soon as possible and with at least a week's notice via the form at <https://www.lib.umd.edu/lms/services/elms-request-page>
- c. **Course Reserve Request (In-Library)**
You can request a film be added to your course reserve list. Lists of those materials are kept at the service desk and are arranged by course number and instructor's name. To have a media item placed on in-library reserve, add the item to your Library Reserves list in ELMS (Canvas).
- d. **Media Room Request**
Rooms can accommodate 12 to 60 people. They are reserved in advance for group media viewing only. To schedule a viewing room for a class, email nonprint@umd.edu.
- e. **Equipment Loans**
Various equipment is available for checkout. These include but are not limited to audio recorders, hand-held "flip" video cameras and projection screens.

For more information about Library Media Services, call 301-405-9236 or go to <http://www.lib.umd.edu/lms>

7. Course Waitlists and Oversubscriptions

a) 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.

Note: Your course roster in ELMS includes all your registered students PLUS the first 5 waitlisted students. On the last day of the schedule adjustment period, students not admitted to the course will be dropped from the ELMS roster.

b) 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:

- 1.) 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.
- 2.) 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.
- 3.) For a full statement of the Department policy on oversubscriptions, see: <http://history.umd.edu/undergraduate/current-students/policies>. 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.)
- 4.) If your course is full and you wish to let a student add your class:
 - a.) consult UMEG to make sure that there is no student ahead of this student on the waitlist;
 - b.) 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).

8. Coursemail lists

Canvas provides a means to directly email all students in a course. If you wish to communicate with your students outside of the ELMS environment, you can use the ELMS Management Tool to create Coursemail lists (powered by Google Groups). Please see [Create and Manage Coursemail Lists](#) in the IT Library for detailed instructions. If you have any questions, please contact itsupport@umd.edu.

9. Maps

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

10. Funds for Bringing Guest 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 301-405-8739 or <http://history.umd.edu/historicalstudies>

D. Your Classroom

If you are teaching in 2103 TLF, 2110 TLF, or in a classroom that requires card access to the technology equipment, your ID card should automatically be coded for access once as part of the scheduling process. If needed, the Department Coordinator will arrange for your University ID to be coded for access to the room/equipment. 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 301-405-0830. 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: <https://umd.service-now.com/itsc> and see Classroom Support.

E. The History Lab—TLF 2100

TLF 2100, the History Lab, is equipped with dual ultra-HD displays, one of which also features interactive touchscreen technology, offering new and creative presentation options. Faculty and students can connect to these displays via the in-room computer system, or by connecting their own laptops or other devices with either a wired or wireless connection. The room also features an ultra-HD camera, microphones, and speakers, which make it an ideal setting for WebEx meetings, distance learning, and other online collaborations. There are 15 seats in the History Lab, around 3 round tables. The tables and chairs are on casters, and can be separated for small group work, or pushed together for a more traditional seminar seating arrangement.

If you are scheduled to teach in this room or otherwise want instruction on the equipment in this room, please see the Department Scheduler.

III. TEACHING YOUR CLASS

A. The Syllabus

1. Guidelines

The College of Arts and Humanities template should be your primary guideline for preparing your syllabus. This can be found on the department website at <http://history.umd.edu/information>.

University of Maryland guidelines as to what should be included in all syllabi are available in the Teaching Policies and Guidelines for Faculty 2019-2020 or online at: <http://www.faculty.umd.edu/teach/syllabus.html>

The TLTC also provides guidance for crafting a syllabus, along with a template, at <https://tltc.umd.edu/syllabus>.

2. Department Copy

At the beginning of the semester your syllabus must be provided for the department files; please submit an **electronic** copy to the Academic Program Specialist & Scheduler.

B. Grading

1. 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.

2. 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. Mid-Term Grades are due approximately 8 weeks after the start of the semester. For Fall 2019, Mid-Term Grades are due **October 21, 2019**; For Spring 2020, Mid-Term Grades are due **March 23, 2020**.

You are encouraged to design your course syllabus so that some graded work is available for your review by these dates. For more information:

<https://www.president.umd.edu/administration/policies/section-iii-academic-affairs/iii-600b>

For information on how to submit grades, see [Wrapping Up the Course](#).

3. Plus and Minus Grades

Note that the university grading scale includes + and – which *are* computed in a student's grade-point average. For more information on grading scales see the undergraduate catalog: <https://catalogundergraduate.umd.edu/>

4. 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 (FERPA). This amendment protects a student from the disclosure of personal and academic information to anyone 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 written permission to do so, information about a student's performance in your class should not be discussed with parents.

C. Disability Support Services (DSS)

Disability Support Services (DSS), located in 0106 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 301-314-7217. They will make arrangements with the student to determine and implement appropriate academic accommodations.

D. Student Absences

In May 2016, the University Senate passed 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 <https://catalogundergraduate.umd.edu/>

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.

E. 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 this academic year on which faculty *must not* schedule tests or due dates of other significant assessments**, see <https://faculty.umd.edu/teach/>

Please make certain that your teaching assistants are aware of this policy.

F. Makeup Examinations

1. Policy on Make-up Examinations

University policy is that students with written, excused absences are entitled to a make-up 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 make-ups.

2. Scheduling Make-Up Exams

You may arrange to have students take make-up exams through the History Department office. Please drop off exams in advance to the Department Coordinator (Key 2115; 301-405-4260) and provide the name of the student taking the test, class name and number, duration of the test, and any special instructions. Make-up exams may be scheduled for weekdays between the hours of 8:30 AM and 4:00 PM. All two hour exams must begin by 1:00 PM. In addition, for instances where a professor needs multiple students to take an exam at the same time Key 2120 (Merrill Room) may be scheduled on Fridays.

Please let your students know that drop in make-up exams are not offered.

Alternatively, a professor may elect to oversee an exam and may reserve one of the department's designated rooms.

G. Academic Integrity

1. 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.osc.umd.edu>.

2. 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: <https://www.studentconduct.umd.edu/faculty-staff>

Please make sure that your teaching assistants are aware of these policies and procedures.

H. 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: <https://www.faculty.umd.edu/teach/expectations.html#reasonable>

In an emergency when class must be cancelled, you may call the history department office (301-405-4265) 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.

IV. WRAPPING UP THE COURSE

A. Final Examination Policies and Schedule

For final examination policies and to view standard final exam schedules for Fall and Spring, go to <http://registrar.umd.edu/current/registration/exam.html>. A complete final exam schedule is available around late October for Fall and late March for Spring and will be sent out through the Department's listserv when available. For university examination and course assessment guidelines, see: <https://www.faculty.umd.edu/teach/assessment.html>

B. Submitting Grades

Early Warning and Final grades are to be submitted electronically through UMEG. Final grades are due within 48 hours after the scheduled final exam.

C. 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. The instructor may offer the student an incomplete contract stipulating work to be done by a certain date, usually the end of the next semester. Every student, graduate or undergraduate, must receive an incomplete contract.

- 1. Graduate Students:** The contract is available at the Graduate School website. The form, signed by the student and instructor, must be filed in the History Graduate Office.
- 2. Undergraduate Students:** The contract is available on UMEG. The instructor should print, sign and keep one copy of the contract, giving a copy to the student. NOTE that the contract will require you to assign a default grade should the student fail to complete the missing work, and to identify an expiration date when the default grade will become the final grade should the work not be completed. UMEG will email students when an "I" is received, informing them of their obligations to meet with the instructor to sign their contract. It will also provide warning emails to both you and the student when an incomplete contract's expiration date is approaching

D. 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 each academic year these online evaluations are generally available to students at the end of November through mid-December for Fall semester and late April through the first two weeks of May for Spring semester. Information regarding the evaluation process will be sent to faculty and students near the end of the semester. For more about this evaluation process, including the questions

on the evaluation, go to <https://www.irpa.umd.edu/Assessment/CourseEval/CourseEval.html>

E. 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 the Department Coordinator for the department chair's and the dean's signature. For changes from NG (no grade) or Incomplete only the signed form is needed. For changes from one letter grade to another, a short statement as to why the change must accompany the form. For more information on process for undergraduate grade changes please contact the Department office or ARHU Student Affairs. For graduate student grade change, contact the office of the Director of Graduate Studies.

F. 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.

G. 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. Such appeals will be handled according to University policy as laid out in: <http://www.president.umd.edu/policies/iii120b.html>.

V. TECHNOLOGY IN YOUR CLASSROOM

A. If You Are Teaching in a Technology-Enhanced Classroom

1. In Key or Taliaferro

Nearly all classrooms and seminar rooms in Key and Taliaferro Halls are technology-enhanced. *For training on the use of the equipment or for problems in the use of the equipment*, call ARHU Classroom Tech Support at 301-405-0830.

2. 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 (<https://umd.service-now.com/itsupport>) to determine which office on campus supports your classroom.

3. 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.

B. If Your Classroom Is Not a Technology-Enhanced Room

For classrooms in Key, Taliaferro, Woods, and limited other locations, ARHU Classroom Tech Support can deliver a laptop computer and projector to your classroom. To arrange ARHU Classroom Tech Support services for the semester or on a one-time or occasional use basis, call 301-405-0830.

C. ELMS-Canvas Course Management System

ELMS-Canvas is the university-wide course management system. Extensive materials, training and resources are available. To get started or for more information, contact ARHU Academic Technology at 301-405-2886.

D. College of Arts and Humanities (ARHU) Technology Resources

1. ARHU Technology Help Desk

Call the ARHU Technology Help Desk at 301-405-0830 for problems with your office computer.

2. UTAP (Undergraduate Technology Apprenticeship Program)

The Undergraduate Technology Apprenticeship Program (UTAP), a collaboration between the College of Art and Humanities and the Office of Undergraduate Studies, 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 gets 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, contact ARHU Academic Technology at 301-405-2886.

4. Finding, Using, and Managing Visual Resources

The College of Arts and Humanities offers various resources to address the needs associated with using images for teaching and research.

- a. Located in 4213 Art/Sociology Building, the **Michelle Smith Collaboratory for Visual Culture** 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. See <https://michellesmithcollaboratory.umd.edu/> for more information.

- b. ARHU has been working collaboratively with UM libraries to make collections of digital images available through **ARTstor**. For information on using ARTstor or on adding images to the collection, contact ARHU Academic Technology at 301-405-2886

5. 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 request a Personal Learning Session, contact Jennifer Patterson at jlp@umd.edu, or 301-405-2886.

E. Division of Information Technology (DIT)

The Division of Information Technology (DIT) 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 Canvas the **DIT Helpdesk for faculty (301-405-1500) is open Monday through Friday 8:00 a.m. – 5:00 p.m.** They are located in McKeldin Library, Room 1221, and they offer walk-in support.

F. LinkedIn Learning

UMD students, faculty, and staff have unlimited access to LinkedIn Learning, an online library of instructional videos covering the latest software, creative, and business skills. To get started, log in at <https://linkedin.com/learning> and follow the prompts to sign in with your organization account.

VI. STUDENT RESOURCES

I. 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 is 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>.

J. Counseling Center

The Counseling Center provides UM students free and confidential professional counseling on a variety of personal, social, career, and academic issues. The Counseling Center is in the Main Lobby of the Shoemaker Building (301-314-7651). 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. during the Fall and Spring semesters. Among the services offered are:

1. **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.
2. **Disability Support Services:** (see Teaching Your Class)
3. **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 2202 Shoemaker Building; the telephone is 301-314-7693; and their office hours are Monday through Friday from 8:30 a.m. to 4:30 p.m.

A useful **Faculty and Staff Guide for Helping Students in Distress** that addresses personal and academic issues can be found online at

<http://www.ugst.umd.edu/documents/TLTC-GuidanceSensitiveTopics.pdf>

K. Maryland Center for Undergraduate Research

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

1. **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.
2. **Maryland Summer Scholars**
The Maryland Summer Scholars Program (MSS) provides opportunities for University of Maryland, College Park (UMD) undergraduates to spend much of the summer working closely with faculty mentors on ambitious research, scholarly, or artistic projects. The MSS program provides awards of \$3,000 to approximately 25-30 outstanding undergraduates each summer.
3. **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.

VII. OTHER USEFUL RESOURCES

a. University Libraries

i. Libraries

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

For information on faculty borrowing privileges at UM's libraries see <https://www.lib.umd.edu/access/faculty-borrowing>

ii. **Faculty document delivery**

The Libraries will now deliver journal articles from print journals in the UM Libraries or **one chapter** from a book **held in the UM Libraries** electronically to your desktop! This service will deliver articles to you within three business days of your request (provided they are available in print on the UM Libraries' shelves.) In the event that your journal article request is not available on campus, **Article Express** will automatically refer the request to Interlibrary Loan. **This service is free of charge and available to UMD Faculty and Graduate Students only.**

To make a request through **Article Express**, log in to your ILL account: <http://docdel.umd.edu/illiad>. Complete the form and submit the request. That's all there is to it! You will be notified via email when the article is available.

b. **Teaching & Learning Transformation Center**

The Teaching & Learning Transformation Center (TLTC), located in the Edward St. John Learning and Teaching Center, Room 1117, supports departments, faculty, and graduate students by offering resources and assistance to improve teaching and learning. Among the programs and services offered are:

i. **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.

ii. **Conversations and Workshops on Teaching**

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

iii. **Improvement of Instruction**

See the Teaching & Learning Transformation Center for additional resources for improvement of instruction.

iv. **Academic Peer Mentoring Program (AMP)**

The AMP 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 a B in the class in which they will be assisting. For more information see <https://tltc.umd.edu/amp>.

For more on all of these and other TLTC programs, see <https://tltc.umd.edu> or call 301-405-9356.

c. **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/> to learn more about the program and procedures and to access the faculty add-a-project form.

d. **Service Learning Center**

To learn more about incorporating community service learning into your courses see the Faculty Service-Learning Information Page online at:

http://thestamp.umd.edu/student_involvement/lcsl/academic/faculty_service-learning

e. **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. Faculty may obtain a copy of the book to review over the summer, and first-year students may pick up a free copy starting in the fall. The office is located in 2110 Marie Mount Hall and is open Monday-Friday, 9:00 a.m. to 4:00 p.m. For First Year Book activities as well as resources such as chapter guides, lesson plans, and discussion questions, see: <http://wp.fyb.umd.edu/fyb/> The 2019/2020 First Year Book is *Demagoguery and Democracy*, by Patricia Roberts-Miller.

f. **Clarice Smith Performing Arts Center**

The calendar of The Clarice Smith Performing Arts Center is available online at: <https://theclarice.umd.edu/>. If you are considering requiring or encouraging your students to attend a performance, note that students are eligible to receive a free ticket on the Monday prior to a performance.

g. **Terrapin Tech**

Terrapin Tech 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. In addition, students, faculty, and staff can download software through the TERPware program—many packages at no cost. For more information, go to: <https://it.umd.edu/terrapin-tech>.

h. **Faculty Bookstore Discounts**

The University Book Center offers 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.

i. **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. Ellin K. Scholnick, Faculty Ombuds Officer, can be reached in 4205 John S. Toll Physics Building, by phone at 301-405-1901, or by e-mail at escholni@umd.edu. See <https://president.umd.edu/faculty-ombuds-officer>.

VIII. DISCRIMINATION AND HARASSMENT POLICIES

a. 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.

b. Sexual Misconduct Policy

The University of Maryland is committed to a working and learning environment free from sexual misconduct, including sexual harassment, sexual assault, intimate partner violence/abuse, sexual exploitation and sexual intimidation (including, but not limited to stalking and cyber-stalking). Sexual misconduct will not be tolerated. It corrupts the integrity of the educational process and work environment, and violates the core mission and values of the University.

Creating an environment free of sexual misconduct is the responsibility of all members of the University community. The University is committed to fostering a campus climate that is free from sexual misconduct through education and prevention programs, and procedures that promote prompt reporting and the timely, fair and impartial investigation and resolution of sexual misconduct cases. If reported and confirmed, the University will take all appropriate steps to eliminate sexual misconduct, prevent its recurrence and address its effects.

Title IX of the Education Amendments of 1972 ("Title IX") prohibits discrimination on the basis of sex in any federally funded education program or activity. Sexual harassment, which includes sexual violence, is a form of sex discrimination.

In accordance with the requirements of Title IX, the University of Maryland is responsible for appointing a **Title IX Coordinator**.

For the full policy and procedures for filing and resolving complaints, see: <http://www.president.umd.edu/policies/2014-VI-160.html>

For additional information and support resources, see: <https://ocrsm.umd.edu>

IX. 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.

A. Department of Public Safety/University Police – 301-405-3555 or, in an

emergency, 301-405-3333 (Mobil Phone # 3333) or 911.

B. Facilities Management – 301-405-2222

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

If there are serious problems, please also inform the Department Coordinator in the history department office.

c. ARHU Technology Help Desk – 301-405-2104

Problems with your office computer or with access the printer

d. ARHU Classroom Tech Support – 301-405-0830

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

e. DIT Helpdesk for faculty – 301-405-1500

Problems with your email account, UMEG access, Coursemail, or Canvas

f. DIT Helpdesk for students – 301-405-1400

g. Motor Vehicle Assistance Program (MAV) – 301-314-DOTS (3687)

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

<https://transportation.umd.edu/parking/motorist-assistance>

If MAV is closed, limited motor vehicle assistance may be available through the Department of Public Safety at 301-405-3555.

h. Safety Escort Services – 301-405-3555

The [University of Maryland Police Department's escort service](#) is for anyone who feels unsafe walking across campus at any time. Student Police Aides (SPAs) provide escorts and patrol the campus on foot and on bicycle.

i. 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> and is conveniently available through the UMD Alert System (see UMD Alerts below).

j. UMD Alerts

UMD Alerts is an alert system that allows the University of Maryland to contact you during an emergency by sending text message to your:

- E-mail

- Cell Phone

You can also sign up to receive important traffic alerts, weather alerts (including closings and delays), and/or alerts about significant police related activities that pose no immediate danger. To register, go to: <https://alert.umd.edu>

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

8/2019

APPENDIX

Social Media Policy

The Department of History seeks to use media in strategic ways to promote its programs, faculty, and students. The main tools for this policy include news articles on the department website (<http://history.umd.edu>), Facebook statuses and images, and Twitter posts. For some extraordinary cases, other outside media may also be used (e.g., YouTube, Vimeo, Flickr).

1. Strategy

We will attempt to direct traffic to the departmental website through the use of social media (Facebook and Twitter, in particular), the rationale being that through website visits students, prospective students, and the public will learn more about our research strengths, departmental events, and instructional specialties. These promotional efforts are intended to increase student enrollment and attendance at departmental events.

2. Departmental News

We will make available articles about major events (faculty and student publication of journal articles, books, public lectures, conference talks, grants, awards, and honors) on the departmental website. We may also publicize these items on social media in order to direct traffic to more in-depth coverage on the website. Non-refereed publications on the Internet (blog posts, online articles, and editorials) will be promoted through social media alone.

3. In the News

News articles from other organizations and publications concerning History faculty or students may also be shared on the departmental website and via social media, or shared on social media alone. Such news should be pertinent to the faculty member's or student's research and/or teaching interests. The decision whether to publicize an event on the department website and social media, or through social media alone shall lie with the chair and the associate chair, though for pragmatic purposes such decisions may be delegated on a day-to-day basis to the Department of History's Coordinator.

4. Process

A faculty member or student wishing to publicize an event, publication, or honor via the website and/or social media should submit a short summary of the item of three to six sentences to hist-comms@umd.edu. S/he will delegate one of the department's webmasters to work on drafting the article for website and/or social media posting. These webmasters may need to confer with the faculty member or student for clarification. Posts will be edited as well for stylistic consistency. All postings will be subject to the approval of the chair and/or the associate chair.