



Department of History Faculty Handbook

2017 - 2018 Academic Year

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(Main Office)
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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 2017-2018 is available in the Department of History office (Key 2115) or online at:
<http://www.faculty.umd.edu/teach>

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I. Getting Oriented

A. First Steps: Directory ID and University Photo ID

Before being able to access many online resources at the University of Maryland, you must establish your online identifier (Directory ID). For assistance with this, see the Faculty and Staff Account Activation page at <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.

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> or accounts.google.com 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. Your Computer and the College Server (ACS)

The College of Arts and Humanities files server, ACS, provides secure storage space for your files. All desktop computers in the college have been configured to connect to ACS. For more information on saving your files to the server, see:

<http://www.arhu.umd.edu/tech/academictechnology/howdoi/connectacs> If you have problems connecting or need help to create a shortcut, call 301-405-2104 for assistance.

For instructions on accessing from your home, other off-campus computer, or university laptops whether on or off campus, those files you have saved on the server, go to: <http://www.arhu.umd.edu/tech/technical/remote>.

Google Drive, Google Docs, Box and other applications available offer flexible options for storing documents for remote access and collaboration. See the overview under Apps in email for more information on Google Drive and Google Apps.

F. UM VPN (Virtual Private Network)

To connect to the College Server if you are off-campus and connecting to the internet through a commercial service provider, you must use the UM VPN client.

Instructions on how to setup your home computer with the VPN client are available at: <https://www.itsc.umd.edu> (Under “Solutions,” search for Virtual Private Network). University laptops have already been set up with VPN.

G. 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 T.A.’s 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.

H. 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.

I. 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.

J. 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.

K. University of Maryland Website

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 Coordinator or the Department Scheduler at 301-405-4265.

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>

L. 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.

M. News and Information

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

FYI is the campus wide listserv for faculty, staff, and graduate students announcing University of Maryland programs and activities. For information on subscribing to FYI or submitting an item for distribution through FYI, see http://thestamp.umd.edu/leadership_community_service-learning/resources/um_serves_fyi_newsletters **UMD Right Now** is a resource site for news, video, and social networking from the University of Maryland. For more information, see <http://umdrighnow.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.

N. 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 |
| histwomenscaucus@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 |
| historymajors@listserv.umd.edu | Undergraduate History Majors |

2. Department Newsletter

Keynotes, the Department of History is distributed annually via email. If you have news or information to include, send the information to the Department Coordinator.

O. 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 and are posted to the Department Calendar on the history department website:

<http://www.history.umd.edu/events/upcoming>

P. Caucuses

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

Q. 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>

R. [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.

The Center's work speaks to the mission of the University of Maryland by generating a more diverse, inclusive, and international culture at the heart of the University, and by facilitating local and international partnerships to make University faculty and students better global citizens. The Center's interdisciplinary and collaborative scholarship and teaching have contributed to making the University a globally recognized leader in transnational research on migration. The Center also builds upon the strong connections the University maintains in the Washington, D.C. metropolitan region by collaborating with institutions such as the National Museum of American History and the German Historical Society.

II. PREPARING FOR YOUR CLASSES

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.

Note:

Instructors teaching HIST 208 should have each student submit duplicate copies of their final research papers. At the end of the semester, one ungraded copy with the students'

names deleted should be turned in to the main History office to be retained for Learning Outcomes Assessment. These may be submitted electronically or in hard copies to the Department Coordinator (an electronic copy is preferred). **Electronic copies can be emailed to [the Department Coordinator](#).**

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.

NOTE: Faculty teaching HIST408 should have each student submit duplicate copies of their research prospectus and their final paper. At the end of the semester one copy, ungraded and with the students' names deleted, should be turned in to the History Undergraduate Studies office to be retained for Learning Outcomes Assessment. These may be submitted electronically or in hard copies to the Department Coordinator (an electronic copy is preferred).

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 4120 McKeldin Library, 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 communicated deadlines. Deadlines for submitting textbook orders for upcoming semesters will be communicated via email. For specific questions or for help with ordering textbooks, please contact the Department Coordinator or the Department Scheduler at 301-405-4265.

b. University Book Center

Textbooks may be ordered online through the University Book Center: <http://umcp.bncollege.com/webapp/wcs/stores/servlet/BNCBHomePage?storeId=15551&catalogId=10001&langId=-1>; click on Faculty Resources in the top right corner.

Give a copy of all textbook orders to the Department Academic Program Specialist & Scheduler for the office files.

c. Obtaining Desk Copies

Desk Copy order forms are available in the history department office. If the desk copy does not arrive prior to the start date of a course, the University Book Center will allow faculty to purchase books and return them (in new condition, unmarked) for a full refund once the desk copy arrives. Simply return the book with the original receipt.

For assistance in ordering desk copies, please contact the main office at 301-405-4265 or email the Department Coordinator.

2. 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

3. Course Mailboxes

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

make it available for others' use.

NOTE: Course mailboxes should not be used to return graded coursework to students as this would be a direct violation to the regulations set forth in the Buckley Amendment, which is a part of the Family Educational Rights and Privacy Act (FERPA).

4. Library Resources 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. Scheduling Videos and DVDs for Course Use

Nonprint Media Services Library is the central media library for University Libraries and the campus. Located on the ground floor of Hornbake Library (Room 0300), NPMS serves the entire UM community in all subjects and academic levels for research, instruction and collaboration.

NPS 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 Nonprint Media 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.

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.

d. **Media Room Request**

Rooms can accommodate 12 to 60 people. They are reserved in advance for group media viewing only.

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 all of these services, online request forms are available at:

<http://www.lib.umd.edu/nonprint/services/home>

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

6. ELMS Course Management System: Canvas

ELMS (Canvas) is the university-wide course management system. To request 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.)

7. Your Class Roster: UMEG

UMEG is the University of Maryland Electronic Grading System. This is the place to view, download, and verify class rosters as well as submit early warning grades and final course grades. UMEG also allows you to see a profile of your class and to see your students’ ID photos, a helpful way to begin to put name with face. Additionally, your Coursemail reflector can be easily set up and populated through UMEG.

To access UMEG: <http://www.umeg.umd.edu>

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

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.

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).

Canvas provides a means to directly email all students in a course. A Coursemail emailing list may be created through UMEG. Log into <http://www.umeg.umd.edu>, click on Rosters and then Set up Coursemail. The advantage of a list created through Coursemail is that it will be automatically populated with your registered students' email addresses and, throughout the semester as students add and drop, the list subscribers will be automatically updated. Do note that messages will be sent to the email address that students have on file with the university. The default setting in Coursemail allows only the list creator to submit to the list. To allow the whole class to send to the list or make other changes, see the Coursemail guide at: <https://www.itsc.umd.edu> (Under the "How can we help?" search box, type Coursemail).

11. Maps

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

12. Technology

See **Technology in Your Classroom and Appendix**

13. 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

If you are not teaching in a technology-equipped room and need any equipment, see www.arhu.umd.edu/tec/classroomsupport

III. TEACHING YOUR CLASS

A. The Syllabus

1. Guidelines

University of Maryland guidelines as to what should be included in all syllabi are available in the Teaching Policies and Guidelines for Faculty 2014-15 or online at: <http://www.faculty.umd.edu/teach/syllabus.html>

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 (x54262).

3. ARHU Syllabus Template: See Appendix.

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. For a full statement of the attendance policy, see: <https://catalogundergraduate.umd.edu/http://www.umd.edu/catalog/index.cfm/show/content.section/c/27/ss/1584/s/1540>

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 eight (8) weeks after the start of the semester.

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 (effective starting Fall 2012). 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 and President Loh signed a new policy for granting excused absences, which went into effect in Fall 2011 and 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://www.faculty.umd.edu/teach/attend_student.html

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: <http://osc.umd.edu/OSC/FacultyInfo.aspx>

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 (<http://www.umeg.umd.edu>). Final exam grades are due within 48 hours after the scheduled 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 the contract and give a copy to the student. Neither the History Department nor ARHU needs to receive a copy of this form. 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> Please note this exception to electronic course evaluations: to ensure a high student response rate, untenured tenure-track faculty will continue to administer the department's paper-based evaluation. These courses will, however, still be included in the electronic

university evaluation system. Paper-based evaluations will be provided to the untenured tenure-track faculty to be administered before the end of each semester.

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 more information on process for undergraduate grade changes please contact the Department office and 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

Rooms 0102, 0103, 0106, 0116, 0117, 0119, 0120, 0121, 0123, 0124, 0125, 0126 and 1117 in Key and 1101, 1103, 2100, 2101, 2108, 2103, and 2110 in TLF are technology-enhanced rooms. Much of the equipment you will need (computer, projector, VCR/DVD player) are installed in these classrooms. *For training on the use of the equipment or for problems in the use of the equipment*, call ARHU Classroom Tech Support at 301-405-2104. See the appendix regarding who to call for technical support.

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/itsc>) 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

If you are teaching in Key, ARHU Classroom Tech Support maintains a technology cart that can be delivered to your classroom. This includes a computer, projector, VCR/DVD player, and, if desired, a document camera. For classrooms in 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 or fill out the form available online at <http://www.arhu.umd.edu/tech/classroomsupport/request>

C. ELMS Canvas Course Management System

ELMS Canvas is the university-wide course management system. To request course space on ELMS Canvas, go to: <http://elms.umd.edu>. Extensive materials, training and resources are available. To get started or for more information, contact ARHU Academic Technology at www.arhu.umd.edu/tech/academictechnology or call 301-405-2886.

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

1. ARHU Technology Help Desk

Call the ARHU Technology Help Desk at 301-405-2104 for problems with your office computer.

2. Faculty Scanning Station

The College of Arts and Humanities provides two state-of-the-art scanning stations located in 0128B Holzapfel Hall. Access is available for faculty use during regular business hours, 9:00 a.m. to 4:30 p.m. on a first-come basis. When demand is high, a sign-up sheet will be available so you can plan your production time. These scanning stations are ideal to digitize images and text for PowerPoint presentations, course websites, and ELMS Blackboard. Contact Jennifer Patterson, Assistant Director of Academic Technology, jlp@umd.edu or 301-405-2886, to schedule a training session if you are new to scanning.

3. 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, see <http://www.arhu.umd.edu/tech/academictechnology/utap>

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. The Visual Resource Center's hours are 8:30 – 5:00 p.m. Monday – Friday. Contact Lauree Sails, lauree@umd.edu, for more information.
- b. ARHU has been working collaboratively with UM libraries to make collections of digital images available through **ARTstor** (<http://www.artstor.org/content/resources-overview>) <http://www.artstor.org/content/teaching-resources-overview>. For information on using ARTstor or on adding images to the collection, see <http://www.arhu.umd.edu/tech/academictechnology/tools/artstor>

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 learn more about the various training possibilities, see <http://www.arhu.umd.edu/tech/academictechnology>

To request a Personal Learning Session, contact Jennifer Patterson at jlj@umd.edu, 301-405-2886.

E. Office of Information Technology (OIT)

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

For problems with email or Canvas the **OIT Helpdesk for faculty (301-405-1500) is open Monday through Friday 8:00 a.m. – 5:00 p.m.** They are located in the Computer and Space Sciences Building, Room 1400, and they offer walk-in support.

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

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

F. Training@Maryland

For a schedule of courses offered on campus to assist faculty in developing technology skills as well as access to a series of online self-paced courses, see <http://training.umd.edu/CalendarNOW.aspx?fromdate=8/17/2015&todate=9/15/2015&more=1/1/0001>

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; 388 students participated in the 2013 Undergraduate Research Day program.

2. Senior Summer Scholars

The Senior Summer Scholars Program is a competitive grant sponsored by the Office of Undergraduate Studies. Each year it provides summer grants of \$3,000 to approximately 30 undergraduate students to enhance their academic experience by spending the summer working closely with faculty mentors on scholarly research or artistic projects.

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 and other area libraries as well as other library resources, see: <http://www.lib.umd.edu/faculty.html>

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 4120 McKeldin Library, 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. **Undergraduate Teaching Assistant Program (UTA)**

The Undergraduate Teaching Assistant Program provides for undergraduate students to work with an individual faculty member in assistance of a course, providing various services to the faculty person while learning from them about teaching. Students must be of junior standing and have earned an A in the class in which they will be assisting. This program is offered by the College of Education. For more information see <http://www.ugresearch.umd.edu/getstarted.php>

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 wishing to assign the book in a course may contact the First Year Book office to arrange for students to receive a free copy of the text. The office is located in 2110 Marie Mount Hall and is open Monday-Friday, 9:00 a.m. to 4:00 p.m. They can be reached by email at firstyearbook@umd.edu. 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 2017/2018 First Year Book is *March: Book Three* by Congressman John Lewis.

f. **Clarice Smith Performing Arts Center**

The calendar of The Clarice Smith Performing Arts Center is available online at: <http://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. **Personal Computer Purchase Discount Program**

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

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 1112 Cole Activities Building, by phone at 301-405-1901, or by e-mail at escholni@umd.edu. See <http://www.umd.edu/ombuds/faculty/>.

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. Work Control – 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 to College server or to the printer

d. ARHU Classroom Tech Support – 301-405-2104

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

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

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

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

g. Motor Vehicle Assistance Program (MAV) – 301-314-4CAR (4227)

A free service offered to any individual parking on campus experiencing automobile

difficulties including jump starts, lockouts, tire changes, inflations, and gas transports. For more information as well as hours of operation, see <http://www.transportation.umd.edu/mav.html>

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.

8/2017

APPENDIX

Syllabus Template

Be sure that your syllabi include the new link to "policies and resources" for undergraduates.

Link: <http://www.ugst.umd.edu/courserelatedpolicies.html>

Please see the University Faculty Handbook and information on syllabus guidelines and policies. The TLTC site includes a template to help guide the syllabus creation process.

<https://faculty.umd.edu/teach/syllabus.html>

<https://www.tlhc.umd.edu/>

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 the department Coordinator. 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.

TECHNOLOGY: WHO DO I CALL? WHERE DO I GO?



Computer Issues

ARHU Help Desk

301.405.2104 1111 Francis Scott Key Hall www.arhu.umd/tech

Kathleen Cavanaugh ARHU ASSISTANT DEAN
301.405.2116 | kcav@umd.edu

- Orders new office computers
- Handles funding for and services provided to special projects

Jon Boone ASSISTANT DIRECTOR

- Installs, configures, and fixes office computers and software
- Makes recommendations for computing purchases

DIT Help Desk

301.405.1500 itsc@umd.edu 1221 McKeldin Library itsc.umd.edu

- Sets up voicemail on office phones
- Resets University passwords (password.umd.edu)
- Provides support for **Google Mail** (mail.google.com) and **Calendar** (calendar.google.com)
- Diagnoses network connectivity issues.
- Supports all other systems maintained by DIT



Classroom Issues

ARHU Classroom Support Office

301.405.0830 arhu-itequip@umd.edu 1111 Francis Scott Key Hall www.arhu.edu/tech/classroomsupport

Nat Kuhn ASSISTANT DIRECTOR

- Helps instructors with technology enhanced classrooms
- Lends laptops, LCD projectors, DVD players, and VCRs for classroom use

Scheduling Office

301.314.8522

schedule@umd.edu

www.registrar.umd/faculty-staff/classroom_scheduling.html

- Reserves technology enhanced classrooms, computer classrooms, and labs
- Handles problems with technology enhanced classrooms

DIT Classroom Technology Design

301.405.1500

itsc@umd.edu

itsc.umd.edu (type "Classrooms" in "How can we help?" box)

- Installs and fixes equipment in rooms
- Advises on design of technology used in learning and research environments



Teaching, Research, and Administrative Issues

ARHU Academic Technology

1116 Francis Scott Key Hall

www.arhu.umd.edu/tech/academictechnology

Jennifer Patterson ASSISTANT DIRECTOR

301.405.2886 | jlp@umd.edu

- Helps instructors and staff use:
 - ELMS Course Management (**Canvas** elms.umd.edu)
 - Citation management (**Zotero**)
 - Content management systems (**Artstor Shared Shelf**)
 - File-sharing apps (**Box** umd.box.com)
 - Google apps (**Mail, Calendar, Drive, Hangouts, Docs, Sheets, Slides**)
 - Presentation apps (**Lucidchart** lucidchart.umd.edu, **PowerPoint, Prezi**)
 - Productivity apps (**Evernote, Doodle**)
 - Social media (**Facebook, Twitter, Instagram, Pinterest**)
 - Student response systems (itsc.umd.edu - type "Clickers" in "How can we help?" box)
 - Survey apps (**Qualtrics** umdsurvey.umd.edu)
 - Web-publishing systems (**Wordpress** blog.umd.edu, **iBooks, Omeka, Scalar**)
- Provides instructional design consultations
- Pairs instructors with undergraduate assistants who help with projects
- Partners with other units to provide further support

Brian Crawford DIGITAL MEDIA IT COORDINATOR
301.405.6211 | bcrawfo2@umd.edu

- Helps instructors and staff with:
 - Digitizing audio, video, articles, slides, and photos
 - Content Creation (**Adobe Creative Cloud**)
 - Lecture capture (**Camtasia, Panopto**)
 - Web-meeting apps (**WebEx** *umd.webex.com*)
- Provides professional filmmaking services when authorized by the Dean
- Provides audio-visual consultation and equipment rentals for faculty and staff

Other Campus Resources

Lynda.com

Lyndatraining.umd.edu

- Self-paced online courses to develop business, technology, and creative skills

Training@Maryland

training.umd.edu

- Offers in-person and online training and workshops to develop various professional and technical skills

Mission

To assist you with your teaching, research, and administrative technology needs!

Services

One-on-one consultations and departmental workshops (ELMS, blogs, wikis, digital and social media, etc.)

Converting VHS, Cassette, and Vinyl to digital recordings

Creating and customizing video clips from your media

Loaning camcorders and audio recording devices for lecture capture and other classroom projects

Providing computer workstations in Francis Scott Key 1116, equipped with:

- Scanners
- VHS/DVD converter
- Image and Video editing software (Adobe Creative Cloud, Final Cut Express, etc.)
- Screen Recording Software (Camtasia)
- And more...

LOCATION

Francis Scott Key 1116

CONTACT

Jennifer Patterson
301-405-2886
jpg@umd.edu

Brian Crawford
301-405-6211
bcrawfo2@umd.edu

VISIT

www.arhu.umd.edu/tech/academictechnology

for more information...

Have a bigger project in mind? Work with an **Undergraduate Technology Apprentice** for semester-long support:

www.arhu.umd.edu/utap