



GALLATIN SCHOOL OF INDIVIDUALIZED STUDY
Instructor Handbook 2007-2008

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* This handbook does not form a contract. NYU reserves the right to change or modify the policies and practices stated in this handbook as it deems appropriate with or without notice. Please also note that this handbook does not contain all of the policies and practices in effect at Gallatin.

INTRODUCTION

Since you are about to teach a course in the Gallatin School, we wanted you to have easy access to a good deal of information about the program and about running your course. We start out with some very brief comments about teaching and learning in Gallatin, some orienting thoughts that might help you understand how this place is different from others where you might have taught. Then we lay out a number of logistical and procedural elements of running a course here, things you need to know in order to manage your work as efficiently as possible. Finally, we fill you in on what you need to know as the semester ends.

You can use the booklet in two basic ways. First, you can read through it from start to finish as a way of gathering the information you know you want as well as some you might not even anticipate. Second, you can use the table of contents to find specific items that you need to know about quickly. If you still need information or advice after looking through the booklet, please feel free to call one of us for help (there's also a directory at the back of the booklet).

Faculty Co-Chairs

Michael Dinwiddie	998-9152
Chair of Curriculum	michael.dinwiddie@nyu.edu
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Chair of Advisement and Policy	karen.hornick@nyu.edu

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Thanks for teaching at Gallatin! We look forward to working with you in this exciting and challenging educational enterprise.

ABOUT THE PROGRAM

Obviously, we cannot tell you everything there is to know about Gallatin in a couple of pages—an ongoing conversation would be far more productive and meaningful, and we encourage you to engage in that discussion as often as possible. But there are a few things we can say just to get you oriented to the general nature of this place. You can get more information from the Gallatin bulletin and web site (www.nyu.edu/gallatin/).

Founded in 1972 as the University Without Walls (UWW), Gallatin is in some ways NYU's "non-traditional" school, a place where students and faculty work together around several principles:

- **Individualized study:** Students, with the help of faculty advisors, create their own programs of study without being subject to the conventional structures of the disciplines or pre-professional programs; what's more, they get a lot more individual attention than students in most other schools.
Rather than selecting a traditional major, every student creates an individualized concentration, a set of learning experiences organized around a theme or problem. This focus may represent a quarter to a half of a student's undergraduate studies (and all of a student's graduate work), and may draw on courses from inside or outside Gallatin, on independent studies and on experiential learning in workplaces and communities.
- **Interdisciplinary study:** Virtually all the courses in Gallatin operate on the premise that the fundamental unit of inquiry is not the discipline but the problem, theme, time period or area; that is, we try to bring to bear on a problem all the academic and professional perspectives that will help us understand it better.
- **Significant texts and ideas:** Unlike many alternative colleges, we are committed to engaging our students with the significant texts and ideas of world thought—including but not limited to the Western canon.

Degrees Offered

B.A., M.A

Number of Undergraduates

1300

Average SAT

1372

GALLATIN STUDENTS

There is no single description of Gallatin students that will adequately capture them: They are diverse in terms of learning styles, academic abilities, interests and backgrounds. Some are heavily into community activism, and some are politically apathetic; some are very experienced in the creative arts, and some are beginners; some thrive on esoteric theorizing, and some resist it. Many are excellent writers; some struggle with every word they put on paper. Generally, they are academically solid, but their levels of sophistication and facility vary widely. Moreover, some of the students in your class may be from other schools in NYU (CAS and Tisch are the most common) or even from other universities.

Another thing you should know about our undergraduate students is that all of them have to pass a colloquium: a final oral examination in which they discuss a theme and a list of books with three faculty members. That colloquium functions as a capstone to their concentrations, giving them an opportunity to display what they have learned in a broad, self-designed arena. To some extent, the students in your class may use both the concepts and the texts from your syllabus as materials for their colloquia. Therefore, you should leave some room in your course planning for a degree of individualization in the students' uses of the class, allowing them some leeway in constructing papers, presentations and interpretations so they can relate the work to their own purposes, as well as to yours.

THE CURRICULUM

Average Class Size
20

The Gallatin curriculum offers several different kinds of courses serving several different functions:

- **First-Year Seminars:** First-year students are required to take one of these courses which provide an introduction to college studies, interdisciplinary inquiry, and academic skills, usually through the exploration of a theme (e.g., creativity) or practice (e.g., social criticism).
- **Writing Seminars:** In this two-semester sequence (also required of first-year students), students explore a variety of writing styles and techniques, culminating in a literary-critical paper in Writing Seminar I and a research paper in Writing Seminar II.
- **Interdisciplinary Seminars:** Comprising the largest segment of the curriculum, these seminars explore themes and problems, texts and authors, areas and time periods from a variety of disciplinary perspectives; they engage students in close reading, theoretical analysis and the construction and critique of arguments.
- **Advanced Writing Courses.** These courses focus on particular forms, genres and functions of writing, from editing to constructing dialogue, from comedy to poetry.
- **Arts Workshops:** In these workshops with topics ranging from dance to architecture, students study the creative works of others while producing their own.
- **Community Learning Projects:** This area of the curriculum involves our students in active participation in a variety of communities in New York City (in service-learning, action research, media activism, etc.) as well as in rigorous reflection on those experiences.
- **M.A. Program Core Courses:** The required Proseminar introduces graduate students to interdisciplinary study, usually through the exploration of a complex theme or phenomenon; the Thesis Seminar, also required, engages students with research methods and writing for the thesis, and leads to a draft of the thesis proposal.

Except for the courses that are designed for entering students (the First-Year Seminars and Writing Seminars for undergraduate students, and the Proseminars for graduate students), there is little verticality in the Gallatin curriculum. Very few courses presume that the students have taken specific prior courses. You will need to account for that fact in your course planning.

If you have questions about the fundamental purposes of your course, please discuss the issue with either Michael Dinwiddie or the faculty person responsible for your program:

Writing Seminars I & II and Advanced Writing . . . Stacy Pies sep1@nyu.edu
Interdisciplinary Seminars George Shulman gms1@nyu.edu
Arts Workshops Laurin Raiken lr2@nyu.edu
Community Learning projects Rene Poitevin rfp2@nyu.edu
M.A. program courses Sharon Friedman sf2@nyu.edu

The first and most important thing to say about teaching in Gallatin is that there is no single way to do it: Our instructors work from a number of philosophical foundations, display a range of styles and use a variety of methods. The emphasis is on effectiveness rather than on reproducing a standard pedagogy. We trust that you can devise the most appropriate approach to teaching your class. However, we do value several broad principles.

ACTIVE LEARNING

First and foremost, we believe that students learn best through active participation in the class. In practical terms, this belief leads to two basic practices: first, we try to create an atmosphere in class in which students feel safe enough to risk taking part fully, where they do not worry about being humiliated or ignored; second, we tend to engage students in various kinds of discussion of the concepts and texts, rather than lecture all the time. Lectures are clearly useful at times, but active participation is crucial. The class can include different kinds of activities: whole-group discussions, small-group discussions, role-playing, field-based exercises, interviews, observations, readings, lecturettes, film clips, guest lecturers, field trips. We encourage you to use a mix of pedagogical tactics, but always make sure that students are actively engaged.

An Emphasis on Writing

In courses where the focus is the text, close reading enables students to see the fullness and complexity of meaning within the text. While teaching students to read critically is part of the learning process, we also view writing as an essential part of the process of thinking. Writing is a means of figuring out what one thinks, and we like to give students as many opportunities as possible to engage in the process of writing, as well as to revise their papers.

SHARED RESPONSIBILITY

A second and related principle is that the responsibility for the class is the students' as well as yours. Students need you to be in charge, to lay out rules and structure for them, including your policies on attendance, late papers, coming to class prepared, etc. Students also need background and contextual material to frame the issues they are to discuss, often before they have read an assignment. You provide structure, impetus, expertise and feedback—but they should provide energy, attention and ideas as well. You need to make clear to them what your expectations and standards are, but they need to take ownership of the class, too. You need to devise ways to enable them to do that.

FLEXIBILITY

Finally, we understand that this approach to active learning is not always predictable. Classes may not follow the syllabus in a lockstep way; there may be jumps or lags, depending on the interests and understanding of the students. You may discover avenues of inquiry that you did not anticipate in advance, and you may end up discarding some of your plans. The course should be responsive to the dynamics of the class, not written in stone. That does not mean you should have no plans, no objectives, no strategy—just that you should be prepared to alter those when the need arises.

A FEW TIPS FROM THE GALLATIN FACULTY

Some time ago, we asked our full-time and part-time faculty what was the one thing they wished they knew before they started teaching at Gallatin. Surprisingly, we received many similar responses regarding the quality of our students. New instructors did not expect to find such bright and motivated students. As one instructor told us, there are lots of gaps in what they know, but generally they are very sophisticated and very eager to be challenged. So much so, some instructors found it necessary to change their assignments and syllabus. So our advice is to set high standards, and be prepared to help the few students who may be less sophisticated.

CLASS DISCUSSIONS

Though most of our students are serious about learning, there are some challenges in getting all of them to participate in class discussions. As one instructor put it, many students are very comfortable speaking out, but not all engage equally or fully. Students are more apt to participate when they feel their opinions are valued, and you can convey that by the way you acknowledge student comments. As another instructor notes, it is also important for teachers to maintain their neutrality because this builds students' trust that their views will be respected. This is not always easy to do, particularly if a student's comment seems unfounded, but rather than expressing criticism directly, ask for support from the text (if appropriate), or encourage other students to express a different view by asking, "Is there anyone who disagrees with that?" This instructor further suggests that if too many students espouse the same view, play devil's advocate and ask pointed questions, or ask students to think of what the hypothetical opposition would say.

While guiding class discussions can be very challenging, it is also sometimes very difficult to get students to talk in front of their peers. This may be particularly true at the beginning of the semester, but there are some things you can do to make students more comfortable with one another:

- **play the name game:** we assume you are familiar with this beginning-of-the-semester ice-breaker, which works best with smaller groups (though it may not be as fun!). The name game helps both the instructor and students put a name to a face.
- **break up into small discussion groups:** for shy students, it is a little less intimidating to speak in front of a handful of students, and once they do, hopefully it will be easier for them to speak to the whole class.
- **assign group projects** so that students get to know each other outside of class.

Another important part of class discussions is creating a discussion among class members, and not just between you and each student. This is harder than it seems because students are used to addressing their comments to the instructor. But changing the class dynamic and getting students to talk to one another is a very rewarding experience for them—and for you—because you create a real learning environment (and not just a performing one, where students aim to please you). One way to initiate this kind of discussion is to make sure it is "threaded" by asking students to comment on one another's remarks. Don't feel that you are abandoning your responsibility as the expert because you can always jump into the discussion to clarify a point, raise a pressing question, or steer the discussion back on track. On the other hand, if the discussion becomes less than collegial, please intervene so that students do not feel uncomfortable (even if the participants do not seem to mind bantering with one another, other students may not be comfortable with this interaction).

A FEW TIPS FROM THE GALLATIN FACULTY

STUDENT PREPAREDNESS

Though most Gallatin students are highly motivated and complete assignments on-time, occasionally you will find some students who may be a little less conscientious, and of course, there are times during the semester—such as mid-terms—when even the best students may be unprepared. To help make sure students regularly come to class prepared, you may want to consider assigning weekly responses to the readings. This may seem like a lot of work because it adds to your reading load, but there are ways to implement this without overburdening yourself. For example, ask for only one paragraph (and not a whole page or more), a series of bulleted points, or a list of questions, and explain that you will not be letter-grading the assignments, but just using a check system. This is a fairly effective way not only to make sure that students keep up with your assignments, but also to improve class discussions—once students have taken the time to write out their thoughts about the assignment, it is much easier for them to articulate them. If these types of assignments are not appropriate for your course, then consider assigning some other work that you can evaluate on a weekly basis. One word of advice, though: assign work that is meaningful and not just busy-work.

GIVING FEEDBACK

It's important to give students feedback early on and as often as possible. Students have a fairly generous period of time (up until the end of the ninth week of classes) to decide to withdraw from a course in which they are failing or doing very poorly; your early feedback helps them determine whether or not they should continue. Also, students will not be surprised about a final grade if they have been receiving consistent feedback along the way.

GETTING FEEDBACK EARLY: MID-SEMESTER EVALUATIONS

Though at the end of each semester, you will be asked to distribute course evaluations to your students (and will receive a copy of these soon after you turn in your grades), many faculty like to receive feedback earlier. One of the best ways to do that is to create your own mid-semester evaluation. Here are a few format suggestions from the Center for Teaching Excellence (CTE):

- **Stop, Keep, Start:** Ask students to write down one thing they would like you to stop doing, one thing they'd like you to keep doing, and one thing they'd like you to start doing.
- **Ask students two short, open ended questions:** For example: How is the course going for you? What would help make it a better learning experience for you?

One more tip from CTE: after collecting the evaluation, at the next class thank students for the feedback, briefly address their comments, and tell them how things will be adjusted based on their suggestions.

CENTER FOR TEACHING EXCELLENCE

The Center for Teaching Excellence is a university-wide resource office that provides a variety of services designed to promote teaching effectiveness. Faculty consultants are available to observe (and, if requested, videotape) a faculty member's class and then meet with the instructor to help improve teaching strategies. The center also offers teaching workshops and symposia that address a number of pedagogical concerns from grading and leading class discussions to teaching strategies in the multicultural classroom.

Center for Teaching Excellence

(212) 998-2200

center.for.teaching@nyu.edu

<http://www.nyu.edu/cte/>

PREPARING YOUR SYLLABUS

CONTENTS OF THE SYLLABUS

Obviously, the conceptual organization and the pedagogical strategy of your course are up to you. But you do need to provide a printed syllabus to your students at the beginning of the term. You may, as we said earlier, deviate from that syllabus as the semester proceeds—but you should give students adequate advance notice of these changes. The basic point is that the syllabus represents your contract with the students, your statement about what they're getting into, what you expect of them and what they should expect of you.

The details of style and content in the syllabus may vary, but it should have a heading that includes:

- the semester and year of the course
- the course number and title
- your name and contact information (phone, e-mail, office hours and location)

In addition, we strongly recommend that you include the following information in the syllabus:

- an overview or introduction, spelling out the purpose and goals of the class
- a detailed (session-by-session) plan for class meetings, including assignments, topics, exams, missed or postponed sessions, etc.
- an attendance policy
- a policy concerning late papers, missed exams, etc.
- a grading policy identifying your specific standards
- a policy regarding grades of “Incomplete” (see page 23 for details)
- a statement on academic integrity and plagiarism

For its records, Gallatin requires that you turn in a copy of your syllabus at the beginning of every semester. We keep your syllabus on file for several reasons, but primarily for students who are going on to graduate programs (or seeking certification) and who may need to submit your syllabus to another institution. Please keep this in mind when designing your syllabus.

In addition, if you are planning any field trips during the course of the semester, please note this information on your syllabus (including the appropriate date and time of the trip and the location) so that the Gallatin office can help students find your class, if necessary. If this information is not available prior to the completion of your syllabus, please make sure that you inform the Gallatin office of your outing, or submit a revised syllabus.

Student Assignments

There are no hard and fast rules about the number or volume of assignments instructors should give to their students. A general standard is this: On the assumption that being a full-time student is the equivalent of having a full-time job of 40-45 hours per week, a student taking four classes should expect to spend a total of 10 hours per week on each class. Since you will spend 2.5 hours in class meetings, you should feel justified in assigning about 7–8 hours of work per week outside of class, with the understanding that it may go higher than this when papers are due. You can figure out, depending on the nature of your course, what that means in terms of pages of reading and writing and other activities. Don't let your students complain about the work load if you're in that ballpark.

PREPARING YOUR SYLLABUS

The specific nature of the assignments will of course vary across course types: frequent short papers in Writing Seminars, occasional projects or performances in Arts Workshops, and so on. We think students have a right, however, to produce enough work and receive enough feedback throughout the semester so they have a sense of how they are doing in your course; it is probably not a good idea to assign only one paper, for instance, that will be the basis for the entire grade.

Deadlines for Final Papers/Projects

In setting the deadline for students to submit final papers or projects, you should allow enough time to evaluate the students' work and to meet Gallatin's deadline for submitting final grades. As a general rule, final grades for the fall and spring terms are due two to three days before the last day of final exams. If you are scheduling a final exam on or after this deadline, you may request an extension from the dean's office. Please plan wisely: the later the deadline you set for submitting final work, the less time you will have to evaluate the students' work.

Grading Standards

Your syllabus should explain to students how you will calculate the final grade: what factors will be taken into account (e.g., attendance, participation, various papers, presentations, etc.) and what relative weight each will have (e.g., participation constitutes 10% of the final grade). Parameters do not have to be reducible to numbers—you can still exercise your judgment—but they should be reasonable and clear.

Attendance Policy

Generally, Gallatin leaves it up to the instructor to formulate his or her policy on attendance. Some faculty members automatically reduce students' grades for unexcused absences, while some do not; some count lateness as a half-absence, some do not. Given the participatory nature of Gallatin courses, however, we believe it is fair to have some rigorous expectations about attendance, since students who are not in class cannot take an active part in learning. In any case, your policy should be clearly stated in your syllabus, including the extent to which attendance will be a factor in the final grade.

SUBMITTING YOUR SYLLABUS AND C.V. TO GALLATIN

For its records, the Gallatin School requires a copy of your syllabus as well as an updated c.v. Please submit a copy of each to Siobhan Carmody by the first day of classes. If you have not made recent changes to your c.v., just let us know that the file copy is still current.

ACADEMIC CALENDAR

At the end of this booklet you will find NYU's 2007-2008 academic calendar. Please be sure to note whether any of your class sessions will be affected by the schedule of holidays, and accommodate those breaks in your syllabus. Also, during the fall term NYU schedules one or more "legislative" days in which the meeting pattern of some courses will change on a particular date in the semester. Legislative days are intended to make up for classes that are cancelled due to holidays, but they can also be confusing so please go over the academic calendar carefully.

During holidays, University offices and classroom buildings will be closed. In the event that you are planning a special class, please make sure that you do not schedule it on a holiday. Also please note that during part of the winter recess (the week between Christmas and New Year's Day) the University is closed.

Syllabus & c.v.

Siobhan Carmody
siobhan.carmody@nyu.edu
998-7338

Academic Calendar

Mary Witty
mary.witty@nyu.edu
998-7357

ORDERING COURSE MATERIALS

Book Orders

NYU Book Center/
Faculty Inquiries
wsq.text@nyu.edu
998-4656

Desk Copies

Siobhan Carmody
siobhan.carmody@nyu.edu
998-7338

BOOK ORDERS AND DESK COPIES

A few months before the start of the semester, faculty will be emailed instructions for ordering course books online through the NYU book store. Instructors will also have the opportunity to request complimentary (“desk”) copies of their course books. Desk copies will be ordered by Gallatin's Office of Faculty Services. Please keep in mind that not all publishers honor requests for complimentary copies, and please allow a few weeks for your copies to arrive. Desk copies are mailed directly to the Gallatin office, and instructors must pick up their copies in person.

Before the semester begins, instructors may want to visit the NYU Book Center to make sure that their books are in stock. Your books can be found on the lower level in the “K” (Gallatin) section, under your course number. If you notice any problems (incorrect editions, books out of print), please see the textbook desk for assistance.

PHOTOCOPYING / COURSE PACKETS

If you would like to put together a reading packet for students, we suggest that you use a professional copier service (such as NYU Book Store or one of the many local copy shops near the NYU campus). These copy shops can handle high volume jobs, and they can also obtain the necessary reprint permission from publishers. You may use the Gallatin copier for your syllabus and other small copying jobs that arise during the semester. Please note that students are not permitted to use the copier, even if it is on your behalf.

As an alternative to reading packets, you may want to consider posting readings on a course website using Blackboard. Students can use Blackboard to access your syllabus, articles, and other media.

NYU Blackboard

Adam Hocke
adam.hocke@nyu.edu
998-7316

NYU BLACKBOARD

Blackboard enables NYU faculty to utilize the Web to aid classroom instruction without having to learn HTML. Through Blackboard, instructors can create class e-mail lists and discussions boards with real-time chat. Students can use Blackboard to access your syllabus, assignments, announcements, and other information in a variety of media formats. If you would like to use Blackboard for your course, please contact Adam Hocke, the Faculty Service Administrator. In addition, the ITS Faculty Technology Center (FTC) offers faculty extensive training and support in Blackboard, including pre-scheduled and on-request workshops, as well as an online tutorial.

If an instructor is using Blackboard for an academic course, students will be enrolled automatically when they register for the class. Students will need an active NYUHome account in order to use NYU Blackboard. For more information, visit the Blackboard site:

<http://www.nyu.edu/its/blackboard/>

Library Reserve

bobst.reserve@library.nyu.edu
998-2475

RESERVING BOOKS AND ARTICLES

If you would like to place reading material on reserve at Bobst Library, please go to the link below and select from their menu of options. You may reserve materials housed in Bobst Library (including videos and sound recordings), as well as copies of personal material. Your request should be submitted at least one month in advance of the start of the semester. The Library also offers the option of reserving materials electronically so that your students can access them at any time through the web. For more information about submission deadlines, processing time, limits and loan periods, please visit the web site:

http://library.nyu.edu/services/reserves_faculty.html

USING HUMAN SUBJECTS

You may have occasion to give assignments in your classes that ask your students to conduct first-hand research or projects with human subjects: interviews, observations, experiments, professional activities, etc. There are often very good pedagogical reasons for these assignments, so we encourage you to use them whenever they are appropriate. But it is also very important for you to instruct your students fully about the ethical guidelines regarding research on human subjects. NYU and the Gallatin School are committed to the principle that none of our educational activities, whether instructional or scholarly, should cause any harm to the people whom we are studying. This code applies particularly strongly to children and to anyone with mental or physical disabilities, but in fact it covers any human subject.

Although your student may be doing the research, as the faculty sponsor you are responsible for ensuring appropriate research design when human subjects are involved and for assisting in development of the application to the University Committee on Activities Involving Human Subjects. In addition, you have responsibility for his or her conduct in the field, adherence to the protocol, and any adverse events or problems that may occur. You should also be able to appropriately address any questions from subjects concerning their rights as a subject or potential violations of such rights.

If your students are assigned to conduct research or professional activities with human subjects, you should visit the website of NYU's University Committee on Activities Involving Human Subjects. This site describes in detail guidelines for studying human subjects. To obtain approval to use human subjects, you will need to take a tutorial (available on this website) and pass a certification exam prior to submitting an application to the Committee.

**UCAIHS (University
Committee on Activities
Involving Human Subjects)**

ask.humansubjects@nyu.edu

<http://www.nyu.edu/ucaih>

998-4808

INSTRUCTIONAL RESOURCES

A/V Equipment

Siobhan Carmody
siobhan.carmody@nyu.edu
998-7338

AUDIO/VISUAL EQUIPMENT

Basic A/V Equipment

Most NYU classrooms are equipped with a TV/VCR, as well as a CD/DVD player. If you need equipment that is not located in your classroom, please contact Siobahn Carmody, who can request the additional equipment for you. She will need to know what equipment you need and the date(s) and time you plan to use it. Advance notice of two business days is required by the office which provides this equipment.

Smart Classroom

If you anticipate needing a variety of A/V equipment (including internet access) on a regular basis, you should request a "smart" classroom. The Office of Faculty Services will contact you several months before the semester begins to ask what technology you will need in your classroom. Since smart classrooms are in high demand, please make sure that you request one of these rooms at the outset. Also, please note that while some smart classrooms are equipped with a podium that houses a computer with internet access (such as the facilities at 194 Mercer Street), other smart classrooms have an internet connection and you must supply (or rent) the laptop computer.

A/V Materials

NYU's Avery Fisher Center
<http://library.nyu.edu/afc/>
998-2585

Gallatin's Resource Room
998-7371

AUDIO/VISUAL MATERIALS

NYU's Avery Fisher Center

If you would like to use a video or audio tape in your course, you should contact the Avery Fisher Center, which has a very large collection of material for lending. They require at least 6 hours notice, and if the disk or tape is available, you will have to pick it up and return it within 24 hours. In addition to lending from their collection, they also provide screening rooms where your class can watch a video. To borrow material or arrange a viewing, you should visit the Avery Fisher Center website and fill out the appropriate form.

Gallatin's Faculty Resource Room

The Faculty Resource Room (715 Broadway, Room 810) offers a small collection of videotapes, DVDS, and desk reference books (such as the OED) that may be borrowed or browsed by Gallatin faculty members. Videos borrowed from the Resource Center must be returned promptly. Gallatin also has a budget to purchase materials requested by instructors, so if there is a particular film or documentary that you anticipate using in future semesters, you may submit a request to purchase the material. Please contact 998-7371 for more details.

Guest Lecturers

Request forms go to:
Michael Dinwiddie,
Curriculum Chair
715 Broadway, Room 806F

Payment Inquiries:
Siobhan Carmody
siobhan.carmody@nyu.edu
998-7338

GUEST LECTURERS

If you would like to invite a guest lecturer to your class, please fill out the "Request for a Guest Lecturer" form (available from the 5th and 8th floor faculty services staff). Requests must be submitted to the curriculum chair for approval. Instructors may request no more than two guest lecturers per term, and requests should be made at least two weeks in advance of the proposed lecture. It is recommended that course instructors not finalize arrangements with the lecturer until this approval has been obtained. Compensation for guest lecturing varies depending upon the length of the lecture (please see the form for details). Guest lecturers may expect payment by, or shortly after, the end of the semester in which the lecture takes place.

INSTRUCTIONAL RESOURCES

FUNDING FOR FIELD TRIPS (OR OTHER INSTRUCTIONAL NEEDS)

Gallatin provides funding for a variety of academic activities, including entrance fees to museums, tickets for performances, or the purchase of materials related to your course. Instructors may request up to a maximum of \$10 per student, except in the case of theatre tickets which are typically more than \$10 and for which some additional funding may be available. This funding is not available for non-classroom courses such as independent studies and tutorials.

If you would like to plan an outing or need instructional materials, please fill out the form, Request for Funding for Course-related Activities, and submit it to the curriculum chair for approval at least 2 weeks prior to the event date. If your request is approved, you will receive a copy of the approved form in your mailbox along with a set of guidelines that detail the type of documentation necessary for reimbursement. You should pay for the event (or materials) and then submit your original itemized receipts and whatever other documentation is necessary to Siobahn Carmody. After you have submitted your receipts, you will receive a reimbursement form (in your mailbox) which you should sign and return to Siobahn Carmody. Your signed reimbursement form, along with your receipts and a copy of the request form, will be submitted to Accounts Payable for processing. You can expect reimbursement by mail approximately two to three weeks after the date of submitting your reimbursement form. In some cases, Gallatin may be able to fund your request in advance; if you are dealing with a business or organization that can provide an invoice, Gallatin can arrange to have a check issued. Please submit the invoice at least three weeks prior to the event.

Funding for Instructional Needs

Request forms go to:

Michael Dinwiddie,
Curriculum Chair
715 Broadway, Room 806F

Receipts go to:

Siobhan Carmody
siobhan.carmody@nyu.edu
998-7338

RESOURCES FOR STUDENTS

Information Technology Services

<http://www.nyu.edu/its/>

COMPUTER FACILITIES

University Facilities

Information Technology Services (ITS) provides a variety of computer services for students, including e-mail accounts and access to several computer labs on campus. ITS recommends that instructors obtain an ITS course work account whenever a course requires students to have access to special computing resources. These accounts give all students in a given class access to special lab equipment, and the application procedure helps ITS to ensure that the appropriate software and training sessions are available. To get information on setting up a class account, please visit: <http://www.nyu.edu/its/accounts/coursework.html>

Gallatin Facilities

Gallatin has a student computer lab, located on the 1st floor of 10 Washington Place. The lab is open Monday through Friday, 9:00 a.m. to 9:00 p.m. Software includes basic Microsoft Office applications such as Word, Excel, Access, and PowerPoint. The lab is limited to Gallatin students who must use their netids and university ids to login to the computers. Each Gallatin student is given 150 free pages of printing per semester, after which they must add pages to their print quota. Printing costs \$.10 per page and can be purchased at the 715 Broadway, 6th floor reception desk.

Advanced Media Studio

www.nyu.edu/its/ams

Adam Hocke

adam.hocke@nyu.edu

998-7316

Advanced Media Studio

NYU's Advanced Media Studio provides services for NYU students to create wide-format archival prints. This resource is of particular to students interested in photography or fine arts. Gallatin is allocated a limited number of prints per semester. For more information about offering these services to your students, please contact Adam Hocke.

Gallatin Writing Center

June Foley

jaf3@nyu.edu

998-7359

WRITING ASSISTANCE

Gallatin Writing Center/Peer Writing Assistants

Gallatin's Writing Center is located at 715 Broadway, Room 809. Your student can schedule an appointment online at: <http://www.nyu.edu/gallatin/writingschedule> Students can also try dropping by Room 809.

Gallatin's Writing Center is staffed by Peer Writing Assistants, juniors or seniors skilled in writing who act as friendly, responsive readers to students writing and revising papers. Peer Writing Assistants are not ghostwriters, proofreaders, or graders, but instead help students develop, shape, and clarify ideas.

NYU Writing Center

The NYU Writing Center, at 411 Lafayette Street, 3rd Floor, is staffed by graduate students. Anyone in the university may call 998-8866 for an appointment.

Student Resource Center

60 Washington Square

South, Suite 210

<http://www.nyu.edu/src/>

helpline/

998-4411

STUDENT RESOURCE CENTER

The Student Resource Center provides personal attention and information to students at NYU, particularly to educate students on the myriad of services available across the university and to help students navigate the sometimes complex NYU organizational landscape. Staff members focus specifically on the needs of various niche communities—new and continuing students, transfers, commuters, graduate students, parents and families of students, and spiritual diversity at NYU. The Center offers university-wide programs, publications, and hands-on assistance for the entire university community.

RESOURCES FOR STUDENTS

GALLATIN'S OFFICE OF ACADEMIC ADVISING

The Office of Academic Advising assigns undergraduate students to faculty advisers and provides ongoing support throughout the student's program. Among other things, the office is available to help students locate interesting and appropriate classes, understand and fulfill degree requirements, and find their way around other NYU departments and offices. The Academic Advising Office is structured around a class-advising system with four advisers, each of whom supports a student cohort. Class advisers are also generalists able to support a wide array of advising issues. The advisers can provide support to instructors in many ways, for example, by putting them in touch with a particular student's faculty adviser. In any case where you have serious concerns about a student's progress in your course, you should contact the director of advising, John Lang, at (212) 998-7320. The Office of Academic Advising is open 9am - 6pm Monday through Friday for student appointments and carries "walk-in hours" Monday through Thursday.

Gallatin Office of Advising and gPAC

726 Broadway, 7th floor
998-7320

Gallatin Peer Advising Center (gPAC)

The Gallatin Peer Advising Center (gPAC) is an extension of Gallatin's Office of Academic Advising and consists of Gallatin undergraduate students trained to provide student-to-student advising information. Peer advisers provide insightful information about Gallatin, New York University and New York City. The gPAC office is open Monday through Thursday each week during the academic year and students are free to call, schedule an appointment or simply drop in to speak with a peer adviser.

STUDENTS WITH DISABILITIES

Henry and Luce Moses Center for Students with Disabilities

The Henry and Lucy Moses Center for Students with Disabilities provides comprehensive services and programs for undergraduate and graduate students with hearing and visual impairments, mobility impairments, learning disabilities and attention deficit disorders, chronic illnesses, and psychological impairments. The Center functions to determine qualified disability status and to assist students in obtaining appropriate accommodations and services, such as sign language interpreters, readers, tutors, note takers and other ancillary aides. The Center also works in conjunction with academic and administrative departments in providing assistance with registration, housing and testing. Any student who plans to request a service or accommodation must register with the Center at the beginning of the term for which that service or accommodation is required. Services provided are designed to encourage independence and self-advocacy, backed by a comprehensive system of supports.

Center for Students with Disabilities

998-4980
www.nyu.edu/csd/

WELLNESS EXCHANGE

The Wellness Exchange is a private hotline, available 24 hours a day, seven days a week, designed to address the overall mental health needs of our students. Students who access this resource will be put in touch with professionals who can help them address both day-to-day challenges as well as any other crises they may encounter, including depression, sexual assault, anxiety, alcohol and drug dependence, sexually transmitted infections, and eating disorders. The Wellness Exchange is also available for students who just need to talk or to call about a friend.

Wellness Exchange

24-hour hotline:
443-9999
<http://www.nyu.edu/999/>

COURSE ENROLLMENT

Class Lists

Siobhan Carmody
siobhan.carmody@nyu.edu
998-7338

CLASS LISTS

On the first day of classes, you will receive a list of the students registered for your course. The class list will provide students' names, ID numbers, and e-mail addresses. Class lists will be updated weekly for the first three weeks of the term. During this time, your class list may change somewhat as students drop and add courses. Please note, however, that starting with the third week of classes, students must have your written permission in order to register for your course.

After receiving your final class list, please check to make sure that your actual enrollment corresponds to the students attending your class. If there is a student attending your class who does not appear on your class list, please inform the student. If a registered student is not in attendance, please inform Celeste Orangers at 998-7348.

CLOSED COURSES

Waitlists

When the course enrollment limit is reached, students have the option of putting their names on an electronic waitlist. If a registered student drops the course, the first student on the waitlist is automatically enrolled in his or her place. The electronic waitlist remains active until the end of the first week of classes, when it is then erased (and no longer retrievable).

It is not uncommon for some of your waitlisted students to attend the first class and ask for your permission to register. Since some registered students may drop the course after classes begin, you might want to tell students at the top of the waitlist that openings may become available; however, those lower on the waitlist should be encouraged to look for another course.

Course Limits

Gallatin would like you to keep your enrollment at the official course limit. However, if your course closes, you will probably receive requests from students asking for permission to register. You may admit up to two additional students beyond the closed limit, provided your classroom seating capacity can accommodate them. You may use your discretion about whom to let into the course: you may follow the order of the waitlist, accept graduating seniors, consider special cases, etc. Students will need your written permission to register for a closed course; please see one of the faculty services staff for the "Permission to Register" form.

CLASSROOM AND OFFICE HOURS

CLASSROOM ASSIGNMENT

Shortly before the start of the semester, you will receive an email message with your classroom assignment. If your course is closed and you are planning to allow additional students to register, please make sure that your room capacity can accommodate the extra students. Your course enrollment cannot exceed your classroom seating capacity (as mandated by fire code regulations).

If there are any problems with your classroom (too warm, too cold), please contact Siobhan Carmody, who will report the problem to the building manager. If for some other reason you would like to request another classroom, you may also contact Siobhan. She will check to see if there are any classrooms available in your time slot; please note, however, that due to a shortage of classrooms, the Classroom Office may not be able to relocate you.

OFFICE HOURS AND MAILBOX

Prior to the beginning of each semester, you will receive an e-mail asking for your preferred and alternate days and times for your office hours. We request that course instructors schedule one or two regular office hours each week, and generally they should be scheduled during normal business hours (Monday through Friday, 9:00 a.m. to 5:00 p.m.). For those of you who teach in the evening, you may schedule hours before your class begins, but please be aware that there are limited services after 5 p.m.

If you need additional office time for supervising an independent study, please provide this schedule as well, specifying which hours are for students in your course and which are for independent study students.

You will be given a mailbox in the Gallatin office where you will be able to pick up your class list, grade sheets, and other correspondence. We recommend that you check for mail at least once a week, and we ask you not to use your mailbox to leave assignments or other correspondence for students; instead please use the wall pocket outside of your office door.

CANCELLING A CLASS OR OFFICE HOURS

If you are ill or have an emergency and must cancel a class meeting or your office hours, please speak directly to one of our staff so we can post a notice on your classroom or office door. Give us as much advance notice as you can. Please do not leave a cancellation message on our voice-mail—in the event that a staff member is out of the office, the message may not be retrieved and students will not be notified of your absence. If you have to cancel a class during the term, you can make up the missed class by scheduling a session during the final exam week. Please speak with Siobhan Carmody about making these arrangements.

UNIVERSITY CLOSING DUE TO WEATHER OR OTHER EMERGENCY

In the event of inclement weather or other conditions, you may learn about the University's closing (or cancellation of classes) by visiting its website or calling the NYU Hotline.

Classrooms

Siobhan Carmody
siobhan.carmody@nyu.edu
998-7338

Office Hours and Mailbox

Siobhan Carmody
siobhan.carmody@nyu.edu
998-7338

Cancelling Class and/or Office Hours

Siobhan Carmody
998-7338

University Closing

www.nyu.edu/
NYU Hotline
998-1220

PLAGIARISM AND ANTI-HARASSMENT POLICY

Plagiarism

Lisa Goldfarb
Associate Dean
lg3@nyu.edu
998-7325

PLAGIARISM

Gallatin relies on instructors to articulate their own definition of plagiarism. Students have been exposed to the issue in their Writing Seminars, but we encourage you to include a brief statement about academic integrity in your syllabus, and then discuss the concept with your students. They should know what you mean by the term, and how to avoid committing plagiarism.

If you suspect that a student has submitted plagiarized work, there are several things you should do. First, contact the Associate Dean's office to determine whether anyone else has reported this student for plagiarism. Second and more important, try to resolve the matter directly with the student: ask for such materials as drafts of papers, notes on readings, or outlines; meet with the student to discuss your concerns. If you decide that the student has committed plagiarism, you should (a) invoke the penalty you believe appropriate to the infraction (ranging from getting an F on the paper through failing the course); (b) report the violation to the associate dean. At that point, you should also talk with her (or with Karen Hornick, the chair of the Advisement and Policy Committee) about the policies and procedures regarding disciplinary actions against students. They are too long and arcane for this booklet; but you should become familiar with them if the need arises.

Anti-harassment Policy

Lisa Goldfarb
Associate Dean
lg3@nyu.edu
998-7325

ANTI-HARASSMENT POLICY

The University has an anti-harassment policy which prohibits harassment based on race, gender, color, religion, age, national origin, ethnicity, disability, veteran or military status, sexual orientation, marital status, citizenship status, or any other legally protected basis. The anti-harassment policy can be found on the University's website at:

<http://www.nyu.edu/eo/>

If you have questions about the anti-harassment policy, you should contact the associate dean.

ATTENDANCE AND OTHER PROBLEMS

EXCESSIVE ABSENCES

If you have students who are having attendance problems for medical reasons, you may ask to see a doctor's note. If a student's absences are excessive, you should consult with Danielle Insalaco-Egan, the Director of Student Affairs, to discuss withdrawals, medical leaves and other options.

Attendance and Other Problems

Danielle Insalaco-Egan
danielle.insalaco-egan@nyu.edu
992-9832

PERFORMANCE PROBLEMS

If you are concerned about a student for any reason (academic performance, behavior issues, etc.), please contact the student's adviser and/or the director of student affairs. To find out who the student's adviser is and to help you make contact with him or her, please contact the Office of Academic Advising (998-7320). When appropriate, you may refer students to the Counseling and Behavioral Health (CBH) Service (998-4780). A member of the CBH staff, Kesia Constantine, is in residence at Gallatin. Please feel free to contact her directly with any concerns, general or specific.

Counseling Staff

Kesia Constantine
kfc215@nyu.edu
998-4353

In general, however, you should be alert to the following signs of difficulty:

- deterioration in quality of work
- repeated unexplained absences or lateness
- missed appointments
- concentration difficulties
- disorganized or erratic performance
- continual seeking of special accommodations (late papers, extension requests, postponed obligations)
- writings or discussions that have themes of hopelessness, helplessness, worthlessness, rage, despair, or isolation

If you encounter one or more of these signals, you do not have to take on the role of a counselor; you only need to care and to contact the director of student affairs.

FERPA (FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974)

As a faculty member at New York University, you may have access to certain student information which is protected by the federal Family Educational Rights and Privacy Act (FERPA), as well as by the University's Policy on Personal Identification Numbers. Below is some key information you should know about these University policies:

- 1) A student's personally identifiable information is not to be disclosed or displayed publicly, nor to be posted on University electronic information or data systems.
- 2) Personally identifiable information includes, but is not limited to:
 - University identification (UID) numbers
 - Email addresses
 - Contact information (telephone and address)
- 3) The following documents which you might acquire contain personally identifiable information:
 - Class lists
 - University/School forms
 - Other University documents

In more specific terms, these policies mean:

- 1) As a course instructor, you are not entitled to access your student's academic records (transcript, degree progress, etc.). This information may be accessed by the student's adviser, but not by instructors.
- 2) You should not pass around a single sheet of paper in class where all the students have written their contact information (phone, email address, etc.); collect the contact information on individual sheets or cards; students should share their personal information with each other only voluntarily and on their own;
- 3) You may discuss a student's personal information only with (a) the student, or (b) university officials who have a legitimate educational interest in having that information; do not discuss the student's performance or other information with parents or other outsiders, unless the student has given you express permission;
- 4) Don't leave papers, tests, or other assignments in a pile to be picked up. Instead these must be put in individual envelopes or in a secure place where the secretary has to retrieve the specific paper for a student (who, if not known, should show an ID).
- 5) If using an anti-plagiarism service, you must remove the student's name, ID number, or any other personally identifiable information before submitting the paper.
- 6) Don't post grades by name, social security number, or University ID number.
- 7) When you are no longer a student's instructor, you should destroy the personal information you have about him or her.

For the complete FERPA guidelines, please see:

<http://www.nyu.edu/apr/ferpa.htm>

For the complete Policy on Personal Identification Numbers, see:

<http://www.nyu.edu/provost/pdf/PersonalIDNumbers.20060206.1.pdf>

MIDTERM GRADE SHEET

New York University and Gallatin are committed to identifying the students who are experiencing problems and to intervening early with help and support. The midterm grade report is one tool we use for discovering such students. Toward the middle of the semester, you will receive a midterm grade report in your mailbox, and it will be up to you to decide if a midterm grade is appropriate for your course. If your course is not designed to give midterm grades, you are not required to assign them, but you still must return the university grade report, indicating you are unable to evaluate by assigning a grade of "UE." However, we strongly request that you let us know if a student is not performing well or has excessive absences. If a teacher indicates that a student is performing poorly, Gallatin will alert the academic adviser and suggest that he or she get in touch to discuss the issues.

FINAL GRADE SHEET

Toward the end of the semester, Gallatin will send you a final grade sheet accompanied by instructions and the deadline for its return. It is important that you meet the grade sheet deadline, particularly so as not to jeopardize student eligibility for graduation and financial aid. As a general rule, grades are due two to three days before the last day of final exams. If you are scheduling a final exam on or after this deadline, you may request an extension from the dean's office. If for any other reason you are unable to meet the deadline for submitting final grades, please contact the associate dean, Lisa Goldfarb.

INCOMPLETE GRADES

Gallatin has a strong policy on students' taking incompletes, based on two essential premises: (a) they should take incompletes only for good reasons ("I haven't finished yet" is not a good reason!), and (b) they should meet your deadlines for completing the required work. The basic steps are these: The student must request the incomplete in writing (on a form called Request for a Grade of Incomplete, which can be obtained in the Gallatin Office of Student Services) before you are scheduled to hand in your final grades; if the student does not request the incomplete, you should hand in a final grade based on whatever work you have received up to that point. If you agree to grant the incomplete, you should indicate on the form (a) what work remains to be done and (b) the deadline by which the work must be submitted to you (the default is the last day of classes in the next full term). We will remind the student soon after the beginning of the next term that he or she has an outstanding incomplete, and send you a copy. But it is the student's responsibility to submit the finished work—you are not obligated to hound him or her.

CHANGING A GRADE

When a student has submitted the required work for an incomplete, you will need to review it and assign a final grade. You will notify the Gallatin office of that grade by submitting to Student Services a Change-of-Grade form, noting the previous grade and the final grade, along with a reason for the change (usually "student completed work"). On rare occasions—you made an error in calculation or judgment, you discover the student handed in work on time but you missed it, etc.—you may also submit a change-of-grade. Be aware that you cannot change a grade for a student who has graduated.

Grades

Celeste Orangers
co2@nyu.edu
998-7348

Change of Grade forms

Andrea D'Acunto
ad7@nyu.edu
998-7345

EVALUATING YOUR COURSE

Class Observations

Karen Hornick, Advisement
and Policy Chair
karen.hornick@nyu.edu
998-7331

Gallatin believes strongly in giving teachers substantive feedback on their classes as a matter of professional development and to enable the school to make sound decisions about hiring, promotion, tenure, and reappointment. There are two principal ways of assessing teaching:

FACULTY CLASS OBSERVATION

As part of Gallatin's commitment to teaching excellence, all faculty members, full-time and part-time, are periodically observed by a member of the Gallatin full-time faculty. In addition, all new instructors are observed in their first semester. If your course is scheduled to be observed, the faculty observer will give you reasonable notice and will contact you to arrange a mutually convenient date for the visit. You may want to meet beforehand to discuss the plans for the class, so the observer knows something about what you are doing. During the visit, the observer will sit and watch the class interactions, taking notes, but generally not actively participating. Afterward, the observer will fill out an observation form in which he or she will provide a brief description of the class, noting what worked well and suggesting areas for improvement. The form will then be sent to you for your signature. Your signature indicates only that you have read the report (and not necessarily agreed with it), and you are free to append your own comments to the observation. Upon your request, you and the observer will have a post-observation conference. The final observation (and any comments from you) is then submitted to the advisement and policy chair, who will share it with your program director.

Course Evaluations

Mary Witty
mary.witty@nyu.edu
998-7357

STUDENT EVALUATIONS

Near the end of the semester, every Gallatin course receives a course evaluation packet from the dean's office. Please carefully follow the instructions for the distribution, completion and collection of the forms. One essential element of the procedures is that, once you have read the directions and selected a student to collect the forms, you leave the room; students need to be confident that their responses will be anonymous, so you should not handle the forms after they have been filled out. You should allow approximately ten minutes at the beginning of your class for the evaluation process. Distributing forms at the beginning of the class instead of at the end yields more thoughtful feedback as students are not rushing off to the next class (or taking advantage of the opportunity to leave early). Course evaluations are reviewed by the Curriculum Committee and the deans of the school. After the semester is over (and your final grades have been submitted), you will be sent a copy of your forms, along with several statistical reports.

ENDING THE SEMESTER

DEADLINE FOR FINAL PAPERS/PROJECTS

Please make sure that when you set your deadline for students to submit final papers or projects, you allow enough time to evaluate the students' work and to meet Gallatin's deadline. If you are scheduling a final exam on or after the grade sheet deadline, you may request an extension from the dean's office.

FINAL EXAM WEEK

The university provides a final exam week at the end of each semester. Some Gallatin instructors give a final during this week; most do not. Instructors may schedule a class during this week if they plan to give an in-class exam, or they may schedule a class for other purposes (e.g. presentations of final projects, making up a cancelled class). If you would like to hold a class during final exam week, please notify Siobhan Carmody mid-semester and she will secure your classroom. You may meet during your regularly scheduled class time (but please note that some of your students may have conflicts if they are taking exams in other courses), or you may meet at the day and time given in the University's final exam schedule.

Final Exam Scheduling

Siobhan Carmody
siobhan.carmody@nyu.edu
998-7338

COLLECTING FINAL PAPERS

Since many of you will ask students to drop off their final papers at Gallatin after classes end, we will set up drop-off boxes on those floors where mailboxes are not accessible. If your office is on the 5th floor of 715 or 719 Broadway, students may place papers directly in your mailbox; if your office is on the 8th floor of 715 Broadway, students should place papers in the drop-off box, located in the reception area.

Lost or Missing Final Papers

On occasion, faculty report lost or misplaced papers. To help prevent this problem, we suggest the following:

- remind students to write your name on the paper so that it can be placed in the correct mailbox (you would be surprised how many students neglect to add this information);
- ask students to drop off their final paper on the same floor as your mailbox;
- if you have not received a student's paper by the deadline, please contact the student directly to find out if it was submitted (the point is not to let too much time pass because once students leave campus they may no longer have access to their computer files);
- ask students to make a back-up copy of the paper they are submitting to you.

RETURNING FINAL PAPERS

If you assign final papers but do not have an opportunity to return them to students before classes end, we suggest you return them by mail. Gallatin will provide the envelopes (please obtain them from the receptionist on your floor), which you can then bring to class and ask your students to self-address. Once you have finished grading papers, you should seal them inside the self-addressed envelopes and place the envelopes in the outgoing mailbox on your floor. We find this method of returning papers to be a successful alternative to the accumulation of unwanted student papers in the Gallatin office.

COLLECTIVE BARGAINING AGREEMENT

There is a collective bargaining agreement in effect between the University and Local 7902, Adjuncts Come Together of the the UAW, AFL-CIO (ACT/UAW) which contains provisions that may apply to your employment. The collective bargaining agreement applies to adjunct or part-time faculty who provide at least a total of forty contact hours of instruction in one or more courses in an academic year (September 1–August 31), or at least a total of 75 contact hours of instruction or tutoring during a semester, including faculty in positions currently designated under Code 112 and any equivalent or successor code to which such faculty may be appointed in the future. If you want to learn about specific provisions in the collective bargaining agreement, you can access the agreement on the University's web site at:

<http://www.nyu.edu/hr/pdf/forms/adjunct.pdf>

PAYMENT SCHEDULE

Adjunct faculty should receive a check on or near the first day of the month according to the schedule listed below. If you are teaching elsewhere in the University, your Gallatin payment will be combined into one check with your other NYU compensation. Your paycheck is typically mailed to your home address, though other arrangements can be made (e.g., direct deposit). If you change your address during the semester, please inform the Gallatin human resources office as soon as possible.

Fall Semester

Four checks as follows:

October 1, November 1, December 1, and January 1

Spring Semester

Four checks as follows:

March 1, April 1, May 1, and June 1

Summer Sessions

Two checks as follows:

- Session I: either June 1 and July 1, or July 1 and August 1
- Session II: either July 1 and August 1, or August 1 and September 1

Payment Schedule

Amber Pritchett

amber.pritchett@nyu.edu

998-9164

or

Liz Greene

liz.greene@nyu.edu

998-7374

MISSING PAYCHECK

If you lose, misplace, or do not receive a paycheck during the first week of the pay period (see schedule above), please contact the human resources manager. A stop payment order will be placed on the lost check and a replacement check will be issued to you. Replacing a lost or stolen check takes approximately one calendar week.

ID CARD AND E-MAIL ACCESS

ID Card and E-mail Access

Liz Greene
liz.greene@nyu.edu
998-7374

ID CARD / BUILDING ACCESS

In order to access Bobst Library and all other NYU buildings and facilities, you will need an NYU ID card. The Gallatin human resources manager will provide you with the ID card authorization form to take to the NYU Card Center at 7 East 12th Street, 1st Floor, to obtain your photo NYU ID.

Lost or Stolen NYU ID Cards

If you need to replace a lost or stolen ID card, you will need to follow the process described above. Please note there is a \$15 charge to replace a lost ID card.

E-MAIL / INTERNET ACCESS

You may set up an NYU Internet and e-mail account once you have an NYU Net ID. To do so, please contact the human resources manager to obtain your NYU Net ID. After you receive this ID number, you can set up your e-mail account by going to the following web address: <http://start.nyu.edu>

2007-2008 ACADEMIC CALENDAR

FALL 2007

Monday, September 3Labor Day: University closed
Tuesday, September 4Classes begin
Monday, October 8.....Columbus Day: No classes, University offices open
Wednesday, October 24Midterm grades due
Wednesday, November 21Legislative Day: Classes meet on a Monday schedule
Thursday, November 22 – 24.....Thanksgiving Recess: University closed
Tuesday, December 11Legislative Day: Classes meet on a Thursday schedule
Wednesday, December 12Last day of classes
Thursday, December 13.....Reading Day
Friday, December 14 – 21.....Final Exam Week
Wednesday, December 19.....Grade sheet due by 5:00 p.m.
Saturday, Dec. 22 – Jan. 19.....Winter recess: University closed 12/22/07-1/2/08

SPRING 2008

Monday, January 21Martin Luther King, Jr. Day: University closed
Tuesday, January 22Classes begin
Monday, February 18.....President's Day: University closed
Wednesday, March 12Midterm grades due
Monday, March 17 – 22Spring Recess: No classes, University offices open
Monday, May 5.....Last day of classes
Tuesday, May 6Reading day
Wednesday, May 7 – 14Final Exam Week
Monday, May 12.....Grade sheet due by noon
Wednesday, May 14Gallatin Graduation at Lincoln Center
Thursday, May 15Commencement

SUMMER 2008

Session I

Monday, May 19Classes Begin
Monday, May 26.....Memorial Day: University closed
Friday, June 27.....Classes End

Session II

Monday, June 30.....Classes Begin
Friday, July 4Independence Day: University closed
Friday, August 8Classes End

GALLATIN DIRECTORY

ACADEMIC CALENDAR		FACULTY CHAIRS	
Mary Witty	998-7357	Michael Dinwiddie, Curriculum	998-9152
AUDIO/VISUAL		Karen Hornick, Advisement & Policy	998-7331
equipment for your classroom		FINAL EXAM WEEK	
Siobhan Carmody	998-7338	Siobhan Carmody	998-7338
video tapes/CDs/DVDs		FUNDING FOR FIELD TRIPS AND CLASS EVENTS	
Avery Fisher Center	998-2585	Siobhan Carmody	998-7338
Faculty Resource Room	998-7371	GRADES	
BLACKBOARD		Celeste Orangers	998-7348
Adam Hocke	998-7316	GUEST LECTURER INQUIRIES	
BOOKS		Siobhan Carmody	998-7338
desk copies		HUMAN SUBJECTS	
Siobhan Carmody	998-7338	UCAIHS	998-4271
book order inquiries		ID CARD	
NYU Book Store	998-4656	Liz Greene	998-7374
placing on library reserve		LIBRARY, BOBST	
Bobst Library Reserve Desk.....	998-2475	Avery Fisher Media Center	998-2585
CENTER FOR TEACHING EXCELLENCE		hours.....	998-2520
.....	http://www.nyu.edu/cte/	information.....	998-2505
CANCELLING CLASS OR OFFICE HOURS		OFFICE HOURS & ASSIGNMENTS	
Use general office numbers below		Siobhan Carmody	998-7338
CLASS LISTS		PAYMENT SCHEDULE & PAYCHECKS	
Siobhan Carmody	998-7338	Liz Greene	998-7374
CLASS OBSERVATIONS		PLAGIARISM	
Karen Hornick, Advisement & Policy	998-7331	Lisa Goldfarb.....	998-7325
CLASSROOMS		SYLLABUS	
Siobhan Carmody	998-7338	Siobhan Carmody	998-7338
COLLECTIVE BARGAINING AGREEMENT		TECHNICAL SUPPORT	
.....	http://www.nyu.edu/hr/adjunct/adjunct.html	Help Desk.....	998-9157
COURSE EVALUATIONS		WRITING TUTORING	
Mary Witty	998-7357	NYU Writing Center	998-8866
E-MAIL/INTERNET ACCESS		Gallatin Writing Center	http://www.nyu.edu/gallatin/current/ba/resources-peer-writing.html
Liz Greene	998-7374		

GENERAL OFFICE NUMBERS

715 Broadway	<i>Phone</i>	<i>Fax</i>
6th Floor (Administrative Offices).....	998-7370.....	995-4150
8th Floor (Faculty Services)	998-7371.....	995-4509
726 Broadway	<i>Phone</i>	<i>Fax</i>
7th Floor (Faculty Services)	998-7366.....	995-4837



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