Faculty Resources and Support CDD's

AUP's mission is to educate its graduates to communicate effectively in a world of many languages; to read well, listen carefully, and write intelligently in a voice of their own; to become critical thinkers about history and human societies, economics, culture, literature, the arts, science, politics, psychology, business, and communication; to develop creative interdisciplinary solutions to contemporary global challenges; to be digitally literate in a world of swift-paced change; to understand the ethical imperatives of living in such a world; and to move across the cultural borders of the contemporary world with a sense of commitment to and responsibility for a world held in common.

The University achieves its mission by providing to its students a curriculum combining liberal arts inquiry, preparation for professional life, and student-centered, active learning in small classroom settings.

AUP brings together all the best elements of the American university model—small, discussion-based classes; a collaborative relationship between students and faculty; a special emphasis on critical thinking and clear communication—with the cultural, social, and professional opportunities of one of the world's most cosmopolitan cities.

The sections of this guide most relevant to you depend on whether you are working at AUP part-time or full-time, on a temporary or a permanent contract, or as a teacher or a teacher-researcher. Your employment contract should already alert you as to which areas of faculty life concern you.

Please note that this is not a legal document nor has it been officially approved by faculty; its only purpose is to provide a brief overview of the workings of the university.

For contractual information please see the *Accord d'entreprise* for faculty, which legally defines the duties and rights of faculty. The Faculty Manual, officially approved by the faculty, the President and the Board of Trustees, addresses faculty rights and responsibilities within the context of the governance structure of the university. The Academic Handbook, released by the Registrar Office, provides information on academic policies.

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Your Department is Your Reference

Faculty is organized in [academic departments](#) offering a variety of [majors](#) and [minors](#) as well as courses for the [Global Liberal Arts Core Curriculum program](#). You may be teaching courses that serve several different programs, but you will be housed in a single department.

The chair of your department is your main reference person and the interface between the department and the Academic Affairs Office.

Practical Information

When you join AUP you will receive an **ID card**. Make sure you keep it with you all the time as you will need it to access all AUP buildings as well as using the printers. In case of problems, contact Kevin Vieira kvieira@aup.edu

Office Space

Office space is very limited, but you will have a desk to work at when you are at the university, and where you can see students (please contact the chair of your department if you are unsure about which desk you should use). You can use your own laptop with Wi-Fi, and there are some desktop computers. For work purpose, you can print black and white or color, make **photocopies** or scan documents with your AUP ID card; if you encounter problems you should contact the ITS helpdesk helpdesk@aup.edu. For **general office supplies,** including printer toner and paper, please ask your chair who you should contact (different people are responsible depending on the building where your office is located). Departments are located in several different buildings and please note that you may teach classes in buildings different from the one where your office is located. Your **mailbox** will be located in the same building as your office. Next to your mailbox you will also find a box for outgoing mail (both internal to AUP and external). You should also have a **telephone** available (most likely shared with the people in your office), for all information and to have a user manual you can email the helpdesk at [helpdesk@aup.edu.](mailto:helpdesk@aup.edu)

Online Access

When you joined AUP you should have received an **ID and password** that gives you access to all online resources, see the [ITS get started page](#) for more details. The same credentials also allow you to access the [library site](#), the [faculty portal](#), and several other resources described later. The ID is the first letter of your first name + your last name, your email address is <your id>@aup.edu (e.g. Paul Smith becomes psmith@aup.edu). The ID also allows you to receive and send emails through [Webmail](#). Please make sure to check your AUP email frequently; your students, department, administration and colleagues will contact you this way. They all will assume that you have received and read your messages!

A Web page will be created for you at https://www.aup.edu/profile/*yourID* with **your profile**. By clicking on the "Overview" button you will reach a page with a link to "request a faculty profile modification" allowing you to edit your profile (note that the changes must be approved by Academic Affairs and the Web master so it may take a little time before they appear online).

ITS staff at the helpdesk will be happy to help you in person or via email: helpdesk@aup.edu if there is something you cannot work out.

The Faculty Portal

[The faculty portal](#) is the place where you manage your courses, submit your syllabi, see who your students are, report excessive absences, submit grades, declare all class cancellations, find your exam dates, etc. It also contains a quick outline of essential policies and useful advice that you should be aware of.

AUP Classrooms

The **standard AUP classroom** has a projector or TV screen, DVD player, computer, audio and Internet. You can also book a classroom if you need to meet with your students outside your normal course hours for make-up classes, special events, or speakers. All room bookings should be made through the [online room reservation tool](#). Your booking will be confirmed and you will be asked about any special room requirements. For equipment requirements or troubleshooting, please contact Mathieu Motta (mmotta@aup.edu) or Anthony El Ghazal (aelghazal@aup.edu) from the [Multimedia Office](#).

Under some circumstance (such as the Covid19 pandemic), you may be asked to teach

in a hybrid form, where some students join the course remotely. Classrooms are equipped with cameras and microphones which are designed to allow remote learners to observe and hear the contents of classes.

The classrooms assigned to your courses are listed on your faculty portal under " My Schedule". A campus map is available online.

Students' Right to Privacy

FERPA is a Federal law that is administered by the Family Policy Compliance Office (Office) in the U.S. Department of Education. FERPA applies to all educational agencies and institutions that receive funding under any program administered by the Department. FERPA generally prohibits the improper disclosure of personally identifiable information derived from education records.

Student information is protected and only those administrators and faculty with what is referred to as a "legitimate educational reason" may have access to student records. We may not release information regarding a student to a third party (including parents) without written permission from the student. We must pay close attention to both retention and release of these records. The Registrar's Office is the only office that should be releasing student records. Professors should not discuss a student's record with third parties. For example, a professor should not discuss a student's progress with his or her parents without written permission from a student or unless the student is present and consents to the discussion. Similarly, a professor can never publish or post grades by student name, ID number, or social security number. Under the terms of the FERPA act, professors have no 'legitimate interest' in reviewing a student's previous courses or grades. If you wish to advise a student or write a letter of recommendation, it is generally advised to have a written request from a student releasing the information. Keep in mind that students – the ones who ask you for recommendations – often do not know the terms of the FERPA act, their rights to privacy, nor do they understand the constraints placed on faculty by the act.

Please see the FERPA page of the U.S. department of education for more details. Similar rules are also stipulated by the French Commission Nationale de l'Informatique et des Libertés (CNIL) and in particular with respect to the *espaces numériques de travail*.

Questions regarding FERPA should be addressed to the Registrar's Office. You can also consult the AUP privacy policy webpage.

Preparing for Your Courses

What Your Class will be Like

In general, you will find that your classes are small (fewer than 25 students) and your students come from a variety of different countries and educational systems. In Fall 2021, there were 98 unique nationalities among all students enrolled. 70% of undergraduate students and 80% of graduate students were female. There were a total of 1044 students speaking 61 languages. For more facts about AUP's student body, please check our website.

AUP Students

AUP students' different backgrounds and experiences will make your courses very lively but also challenging at times. Be prepared to support students when they need it and make good use of the richness they bring to the course. Whichever teaching style you prefer, actively interacting with students in and out of the classroom will benefit their learning. Also, remember that given the richness of the cultural environment, students can and do learn from each other and you can facilitate these exchanges. The rich offering of out-of-class learning opportunities may help reinforce your class work (see section on *Other support for students and faculty*). If you plan to organize a visit with your class, the cultural program office will be able to provide support and guidance.

Diversity

AUP is committed to supporting a diverse and inclusive environment for Students, Staff and Faculty. As of Spring 2020, the institution has reinforced these efforts through a number of initiatives including the creation of a Diversity Council and anti-racist and diversity training for faculty and staff. For more information, please see: https://www.aup.edu/student-life/support/aup-blm.

Syllabi

Course syllabi should be submitted in a timely manner. If you are just joining AUP at the beginning of the semester, either you will be provided with existing syllabi for the courses you teach or you will be asked to provide syllabi

as soon as possible. Faculty are responsible for the education of students in their courses through appropriate methods, such as lectures, seminars, discussions, labs, excursions and for the preparation, administration, and evaluation of assignments, quizzes, papers, reports, projects and examinations. All teaching faculty are free to use whatever materials and methods can be demonstrated best to accomplish the educational learning objectives of the course.

AUP syllabi are uploaded [here](#). For each course offering a variety of actions are available: Create syllabus; if no syllabus exists for this offering. Edit & View Syllabus: if a syllabus exists for this offering. View PDF Archive: if an archived PDF exists for this offering. The students will be able to access the syllabus in the course [catalog](#).

Please consider the [academic calendar](#) when planning your classes. More information about your courses that you may need when filling in your syllabi (e.g. room allocation, pre-requisites, etc.), is available on the [faculty portal](#).

Your syllabi need to contain a clear indication of the course's learning outcomes (for standard courses, these have been approved by the Curriculum Committee and will be pre-filled into the syllabus template) and of how the final grade is calculated (see section on *[grading](#)* below). You can find a [short guide to the definition of learning outcomes](#) on the Assessment webpages and [information about writing learning outcomes](#) on the [Teaching and Learning Center webpages](#). Course learning outcomes should be focused and measurable, and they should be aligned with the learning outcomes of the program(s) your course serves (e.g. major or core curriculum). Learning outcomes are a formal measure which does not fully describe the ambitions of your course. Contact the chair of your department if you have questions about learning outcomes.

Make sure that all your students have a copy of the course syllabus from the first day of classes. You may distribute paper or electronic copies. You may also choose to spend some time in class discussing the content of the syllabus with your students.

Ordering Books

Book orders for your classes should be placed through the faculty portal. Contact the bookstore (bookstore@aup.edu.) for precise instructions. Consider however that ordering books takes time (this can be as long as several months). If your courses start soon, please consult with the Bookstore personnel to find out when they expect that your order can be filled. If your course is a standard course, books may have been ordered filling the requests of previous professors and you may choose to use those texts. The rule of thumb is to not set more than 110 euros worth of books for purchase per 4 credit course (this may be different for graduate courses, so check with the graduate program director if you are teaching master level courses). In any case, confirm with your departmental colleagues what the average expected amount of reading is per class.

For shorter readings, it might be useful to compile a copied reading pack. The Bookstore arranges for these and pays the royalties, if necessary. Reading packs can be processed at shorter notice than book orders but, again, contact the bookstore.

See also the *[Blackboard](#)* and *[Library](#)* services described below.

Teams/Blackboard

AUP ITS supports the use of the Microsoft Teams for virtual student/staff/faculty meetings.

Academic-specific tools are supported by **Academic Technology**, which is part of the Academic Resource Center (ARC). Training and support on the use of Blackboard is available from the Academic Technology Help Desk at the Academic Resource Center (4th Floor Quai). You can get help on how to use Blackboard for your classes as well as troubleshooting any issues you might have by emailing the Academic Technology Help Desk at ultrahelp@aup.edu.

At AUP you are given access to our [Blackboard](#) Learning Management System (LMS). Blackboard should be used for your classes. You can upload and distribute course materials such as syllabi, readings, lecture notes, and other documents; create exams and assignments; and set up rubrics, accept assignment submissions, give feedback on student work, make announcements and communicate with students, and even grade submitted material, all within Blackboard's fully functional LMS. Submissions can be checked for plagiarism using the Turnitin plagiarism tool integrated into Blackboard.

If you need assistance with Blackboard, including help with tools to detect plagiarism or the use of AI in assignments, please reach out to the Academic Technology Help Desk at ultrahelp@aup.edu.

There is also a range of interactive tools in Blackboard, which you can use to set up and organize online discussions, hold online video discussions or lectures, and even record live lectures to upload them to your course material. Please remember that copyright rules apply when you upload material for students to access through Blackboard. If you need to include copyrighted material in your course content on Blackboard, you can obtain a properly licensed link via the AUP Library. For assistance with Library material links, please contact the Library at library@aup.edu.

Blackboard courses are set up automatically, and should be available for you to access thirty days prior to the start of the semester. (Starting with Spring semester 2025, all Blackboard courses will be available to faculty ninety days prior to the start of the semester.) If you need to develop course materials prior to the official availability of your course, please contact the Academic Technology Help Desk at ultrahelp@aup.edu to request a "Sandbox" version of your course. Any contact set up in your Sandbox course can be copied on request to your real course when it is available in Blackboard.

Students are automatically added to Blackboard classes in which they are officially registered and listed on the class's official roster. Official rosters for your classes are available on your Faculty Portal under "My Roster". If you find students on your Blackboard enrollment list who should not be on the roster in Blackboard because they are no longer enrolled in a course, please contact the Academic Technology Help Desk at ultrahelp@aup.edu for assistance with removing them.

Exceptional Circumstances

It may happen that your class is full and a student asks you for special permission to over-enroll, or a student may ask to enroll your course without having satisfied the prerequisites. While the university allows for these possibilities, they are reserved for exceptional and legitimate academic needs. You can see on the Academic Affairs Faculty Support pages some short instructions but you are encouraged to always consult with your chair before granting permission. Students should be referred to their Academic Advisor to initiate the administrative process that will allow them to register into a class that is full or for which they are missing a pre-requisite. As a professor, you will be later requested to allow or deny that request via an electronic form sent to your AUP mailbox. A request which you allow may be denied by your Chair or by Academic Affairs (for example, on the basis of equity, or because of formal constraints such as room sizes).

Teaching Your Courses

The first class of the semester is always a special one; reserve time to introduce yourself and the course, and to have the students introduce themselves. Give students your email address, office hours, and tell them how you prefer to be contacted. It is important that you discuss the course content (e.g. important questions to be addressed in the course) and the objectives of the course (present the learning outcomes you have listed on the syllabus). Note that students may drop and add courses until the end of the first week of classes. Any important content you cover in the first two classes should be available to students in an easily accessible format (online, print, recording) or you should be prepared to briefly repeat it in the second week for students who have joined the class during the drop/add period.

On the faculty portal you will find the class roster. Make sure you take attendance and follow up with students who miss too many classes (see also section on *Students Absences*). Remember that your final roster will be available only after the drop/add period, i.e. after the first week of classes.

At the beginning of the second week of class, make sure that the course roster matches the attendance of the class. It is important that you

refer any student who doesn't appear on the official roster to the Registrar's Office immediately.

Finally, make sure that you always arrive to class on time (at least a few minutes before the class starts) and finish your classes on time as students have only 15 minutes to go from one building to another one.

Teaching Periods

At AUP we have eight class periods a day:

[1] 9:00-10:20   [2] 10:35-11:55

[3] 12:10-13:30   [4] 13:45-15:05

[5] 15:20-16:40   [6] 16:55-18:15

[7] 18:30-19:50   [8] 20:05-21:25

Classes are generally scheduled on Monday and Thursday or on Tuesday and Friday. See also the section on course scheduling below.

Office Hours

Meetings with individual students often play an important role in your teaching experience. During your office hours you are available to meet students, in your office or any other suitable environments, on a one-to-one basis. Office hours allow you to address individual questions about the course and learn more about your students' skills, motivations, difficulties and objectives. This knowledge will help you address the individual needs of your students and provide the most appropriate guidance.

Students may come to office hours for a variety of reasons: some may have very specific questions about a reading or an assignment, others will ask for more general support in understanding the course materials, and others will ask for clarifications on a grade. Some will bring to you just a general sense of not being able to follow the course, other yet may want to talk about administrative issues or serious personal problems. AUP faculty expect to support students in all serious attempts to learn. Some student questions will be beyond your competence: whenever you feel that you do not have the answers or that someone else should address the problem, do not hesitate to ask for advice from colleagues or to address the student to the appropriate office such as Student Development, Advising, Academic Affairs offices.

All teaching faculty are expected to offer 40 minutes per week of office hours for each course they offer. Students are more likely to come to office hours just before assignments are due,

before and after examinations, and the week before the final exams. You may want to schedule extra hours around these periods.

Because it is unlikely that the time you will pick for office hours will suit all your students, it is a good idea to also allow students to meet with you by appointment.

When you inform your students about your office hours, normally during the first class, you should stress the importance of individual meetings, and describe to students how you imagine you can be helpful to them in office hours.

Student Absences and Lateness

Faculty specify their attendance policy in each course syllabus (there is a standard university policy but your department may have defined its own, and each faculty member has the right to define their own policy on attendance within the university and departmental guidelines) and faculty enforce that policy.

Our colleagues in the office of Student Development are available to support students having non-academic difficulties (see section below on *students with personal problems*); however, you could often be the first person to notice these difficulties because of a sudden change in the student behavior. If you notice that a student is uncharacteristically disengaged, late, or absent from your class, please take a little time to have a conversation with the student and/or notify the office of Student Development. In case of repeated absences use the excessive absence report (available on the faculty portal). Repeated absences are the strongest indicator that a student is having difficulties.

Please make sure that students are aware of your policy about lateness: will you allow students to enter the class late? How late? Is there any penalty for repeated lateness, etc. You should include your lateness policy in your syllabus.

Improving Students' Writing Skills

Given the language diversity of our students you may find that some of your students need extra help with their writing. If this is the case, ask them to visit, physically or virtually, the Writing Lab. The Writing Lab is a collaborative, social environment which provides guidance to undergraduate and graduate students (Anglophone and non-Anglophone) who are seeking assistance at any point in their many

writing projects. Please contact Ann Mott (amott@aup.edu), the Writing Lab director, for further information. The EN/CL Department offers intensive writing courses and offers workshops for writing across the curriculum. For information, contact the Writing Program Administrator–Sneharika Roy (sroy@aup.edu).

Students with Personal Problems

If you feel that a student might be experiencing mental health issues, do not hesitate to contact one of the student guidance counselor Pamela Montfort (pmontfort@aup.edu) or Charlotte Vernier (cvernier@aup.edu) or the Dean of Student Development, Kevin Fore (kfore@aup.edu). Student Development personnel (studentaffairs@aup.edu) are experienced in dealing with such matters and can provide counseling. They are grateful if we help them identify students in distress. You should not hesitate to contact them whenever you have the impression that someone in your class might need help or if you need advice on how to deal with a student with apparent problems.

Students with Learning Disabilities

In accordance with the American Disabilities Act (ADA) students with documented learning disabilities are entitled to accommodations in the classroom and for exams. These accommodations can include (but are not limited to): extended time to complete exams, separate distraction-reducing space for test taking, computer use to take notes in class, and preferential seating in the classroom. Accommodations are determined during a detailed registration process and are applied collaboratively with the professor, student, and learning accommodations coordinator. The Academic Resource Center (ARC) and the Teaching and Learning Center (TLC) have resources and support if you have concerns or are unsure of how to apply accommodations in your classroom. The students are responsible for requesting and registering their disability with the Learning Accommodations Coordinator in ARC. If the students have not done so feel free to direct them to the ARC for assistance. Students are also responsible for discussing any accommodations they wish to use with the professor. If as a professor you feel you cannot personally administer an exam accommodation, students may request exam accommodation services here. The ARC will notify you of any students that have approved accommodations in your class(es). For full information, please refer to AUP's Academic Accommodations and Accessibility information

Academic Integrity

As in all other institutions, plagiarism and cheating happens at AUP and requires vigilance on the part of both faculty and administration to deter, detect, and – when necessary – discipline this behavior. We have plagiarism detection software (SafeAssign) that is available through the Blackboard course management software, which requires that you have an electronic version of student work. We also have an Office of Academic Integrity to support you in resolving issues if you are unsure of what happened or it becomes uncomfortable to continue conversations with the student. The procedure for violations is detailed in the Academic Handbook.

If an academic integrity issue occurs, you should address the student directly, and notify the Office of Academic Integrity about the result of that conversation with an Incident Resolution Form. In this way, the university can keep track of repetitions, and it is also didactically useful in that it impresses on students the seriousness of what has happened. If a student does not wish to sign his or her part of the incident form, then you may send the form unsigned, indicating that the student does not agree.

If you are Unable to Teach a Class

If you need to cancel a class because of illness or because you are away on University business (e.g. giving a paper at a conference), you must write an email to your Department Chair and the Registrar's office, giving as much advance notice as you can.

All missed classes must either be rescheduled as make-up classes or replaced (by another colleague. If you are on documented sick leave (paperwork sent into HR), either a replacement professor will be remunerated, or, if you make up your own classes following a documented sick leave, you are remunerated for the extra work. Please refer to the *Accord d'enterprise* for Faculty for details on this matter.

Whenever an absence involves rescheduling a class session, you must fill in a Cancel Class Web form and you must find a time/day for make-up when all your students are available to attend (they do not have another class at that time).

When informed with a Cancel Class Web form the Registrar will notify students, but especially when the cancellation is last minute, it will be helpful if you inform the students directly too; each class has an e-mail address (eg:

en1010b) in the directory that goes to all registered students.

AUP strongly discourages any cancellation of courses for research reasons during the first and last weeks of term as it disrupts the students' experience to an excessive degree. Missed classes cannot be made up by replacement classes scheduled during the reading days (between the end of the teaching semester and the examinations). Any research absences of more than one week must be approved in advance by the Provost.

In case of illness or work accident, our *Accord d'Entreprise* prescribes the following procedure:

- You must inform the Registrar's Office immediately (registrar@aup.edu).
- You must also inform Human Resources immediately. In case of an accident, make sure to follow their instructions so as not to jeopardize insurance claims.
- In case of illness, you must provide a *certificat médical*, which also indicates the duration of your absence. AUP employees must provide such a *certificat* from the first day of absence (even when you yourself will make up the class).
- Classes will have to be made up since AUP has a legal obligation to provide the full 37.5 contact hours to the students, but if you are sick for a longer time than three days, it is AUP's obligation to find someone to teach the class sessions for you.

Grading

Grading policies are in the Academic Handbook, and grading practices are discussed at departmental level; however you are solely responsible for your grades. Make sure your students know what and how you grade; your syllabus should contain a clear indication of how the final grade is calculated. It is important that you return graded assignments to students promptly so that they can learn from your corrections and comments. You should have some graded assignments due early in the semester in order to give students an idea of their performance. Some of your assignments should be designed to demonstrate satisfaction of the formal course learning objectives. Submissions of mid-term grades and final exams have very strict deadlines, and timely submission of final grades is a contractual obligation. All Grades are Submitted via the Faculty Portal.

Grades are reported for all students at the end of each semester. Students whose work is unsatisfactory at the midpoint of each semester receive warnings (mid-semester warning grades are an important signal to offer to students, which can help them make decisions about whether to work harder, seek help, withdraw from the class, or choose to take the Credit/No-credit option). Grades are neither discussed over the telephone nor given out by e-mail.

The following grading system is used, based on the 4.00 system:

A = 4.0 A- = 3.7	Excellent
B+ = 3.3 B = 3.0 B- = 2.7	Good
C+ = 2.3 C = 2.0 C- = 1.7	Satisfactory
D+ = 1.3 D = 1.0 D- = 0.7	Unsatisfactory
F	Failure
CR	Credit: Student has selected the CR/NC option and received a C grade or above
NC	No Credit: Student has selected the CR/NC option and received a C- grade or below
W	Official Withdrawal
IN	Incomplete: Incomplete (IN) grades are not included in the GPA calculation. They are offered when there was a legitimate reason for non-completion of course work. The IN grade appears on the student transcript until work is completed by the agreed deadline (before mid-semester of the following semester), and the grade is replaced with a permanent grade. Where no changed grade is submitted by the professor, the IN grade reverts to an F. See details on Academic Handbook
AU	Audit: student has enrolled as an auditor (this will show in your roster)

Faculty are only allowed to input Academic Grades (A through F and IN). Administrative Grades (CR, NC, W, AU) are processed by the Registrar's Office only.

As a general rule, ensure that you keep track of your grades with a record of their rationale; this may be necessary evidence in the case of a final grade appeal from a student. Students may appeal until the end of the semester following the assignment of the grade, so keep exam papers and any other relevant document at least until the end of the following semester. If you are only temporarily at AUP, please give a paper or scan copy of these documents to your chair. See the Academic Handbook for more details on the *Procedure for Challenges of a Final Grade*.

Exam Procedures

AUP has long-standing exam procedures that were approved in Faculty Senate in Fall 2009:

- During exams students must turn off electronics (cellphones and other connected devices, etc.) and leave them with other personal belongings (backpacks, coats) at the front of the class.
- Students should be separated for proper test taking. Consider using a seating chart or attendance roster.
- Paper (including colored paper) should be provided by AUP. Students should not be allowed to bring their own paper.
- Faculty will, when necessary, provide different versions of the exam.
- Faculty will not leave the exam room unattended and will proctor exams actively, circulating during the exam if room size permits.
- Students must arrive on time for the examination. At the professor's discretion, late arrivals may be excluded from sitting the exam.
- Students are obliged to remain in the classroom throughout the testing period. Only in exceptional circumstances (illness, emergency) should a student be permitted to leave the room during an exam. Students are encouraged to use the restroom before the exam.
- Early departures from exams will be tolerated only after one hour of exam time has transpired. Students may not re-enter, after handing in their work, until the exam is over.

Finally, note that the exam period is part of the course contact hours therefore, if you decide not to give a final exam, you should use the exam period for other class activities. Final exam periods last 2H30 and that time slot should be used in its entirety.

Assessing Your Courses

Class Visits and Feedback

As dictated by the Faculty Manual (5.1.4.2): "*each new member of faculty must receive at least two scheduled classroom visits during one of the courses taught during the first semester at the University. The chair, or a faculty member designated by the department chair, in consultation with the faculty mentor and the program director where appropriate, first makes a visit to observe a class, which is followed by a discussion about the observations and about teaching methods, and then a second visit for formal teaching review. On the basis of these visits and these conversations, a written report on a faculty member's classroom effectiveness is produced. New faculty teaching more than one course may, at the discretion of the department chair(s) and/or program director(s), receive visits in more than one course. With the agreement of the provost and the department chair and/or program director, other methods of ensuring teaching quality may be devised for faculty teaching courses that run occasionally, or for short periods (such as modules, for example). Written assessment of teaching effectiveness, based on the classroom visits, is subject to criteria determined by the provost and the faculty. These criteria, listed in section 5.1.4, are communicated clearly to faculty in advance of the review process. The written assessment is discussed between the new member of faculty and the department chair and/or program director.*" Please see the Classroom Visit Guidelines document available on the Academic Affairs Faculty Support pages, you can also consult with your chair for further details.

Course Evaluations

About two weeks prior to the end of classes your students will receive an email inviting them to evaluate your courses using the online course evaluation form that was approved by Faculty Senate. You are encouraged to allocate a short period of class time (many faculty find that 20 minutes is appropriate) for students to complete evaluations, and to ask students to bring laptops to class in order to do this.

You will receive, at the same time, an email inviting you to monitor the response rate of

students in your classes. You can use this information to encourage your students to fill out their evaluations.

The online course evaluations ask a range of general questions, and also ask students to comment on their progress towards satisfaction of the stated assessable course learning outcomes for the course.

You will receive an e-mail, after all grades have been entered, inviting you to view the evaluations. Your chair also receives a copy of your evaluations. In the annual Faculty Activity Report and subsequent conversation with your chair you will be asked to comment on the evaluation results. You will be asked to present and comment on student evaluations during promotion processes, but student evaluations are never considered to be direct evidence of teaching success.

Other Support for Students and Faculty

The Learning Commons

The Quai building houses the AUP Learning Commons, which unites the following academic services into one space: Academic, Career and Experiential Advising; Teaching and Learning Center; Faculty Development; Academic Resource Center; Writing Lab; Teaching and Learning Center; Library; Civic Media Lab; Multimedia Office; Student Media Center; the Center for Critical Democracy Studies; and the George and Irina Schaeffer Center for the Study of Genocide, Human Rights and Conflict Prevention.

The Learning Commons also has study spaces for students, as well as classrooms and seminar spaces for the AUP community. Study and conference rooms may be reserved through this room reservation system: https://aup.libcal.com/

The Quai connects to the Combes Student Life Center (the two buildings are collectively referred to as the Student Life and Learning Commons) and Information Technology Services can be found where the two buildings merge.

Academic Resource Center (ARC) and the Writing Lab

The Academic Resource Center (known as ARC) offers a variety of services. ARC offers

three peer tutoring programs: the ARC Link tutors specialize in specific subjects and courses, the ARC Tech & Media tutors help peer students and faculty with several standard technologies, and the Writing Lab tutors. The AUP Writing Lab is the centerpiece of our academic support services for students. In the writing lab, experienced student writers provide feedback and support at any stage of the writing process (developing a thesis, organizing an essay, avoiding plagiarism or simply overcoming writer's block). Tutoring sessions are interactive and collaborative, and generally last 30 minutes. Faculty may also contact ARC to find out more about the types of support they provide to students and faculty for successful teaching and learning.

Teaching and Learning Center (TLC)

The Teaching and Learning Center (TLC) – directed by Geoff Gilbert (ggilbert@aup.edu; tlc@aup.edu), with the support of the TLC fellows (Kate Zhang and Francesca Balestrieri) along with administrator Brenda Torney, organizes informal lunch discussions, as well as more formal seminars and workshops focused on teaching. Past workshops have included new course and syllabus design, using technology in the classroom, grading group work, preparing for class discussion, and more. It also aims to publicize the pedagogical qualities of AUP, and to make scholarship on teaching and learning available to faculty in a timely and focused manner.

The center should be your first point of call, after your Department Chair, for questions about teaching and student learning. TLC office hours are available on the TLC website, and consultations are available by appointment.

Library

Our Library offers a number of different services for Faculty, from teaching materials, books on reserve, help linking eBooks to your Blackboard and inter-library loan to information literacy collaboration in class. Its 500,000 eBooks, 30,000 e-journals can be of great help. If you need any new item, you may request it using the acquisitions form (this may take some time for print books & films). Not all e-books are included in our catalog, so it is recommended to always do a direct search either in the eBook collections themselves or using the "One search" function on the Library's main page. You can also make personalized appointments with a librarian for further information. This is

especially recommended if you plan a library
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