



Elliott

The Elliott School of International Affairs

Part-Time Faculty Handbook



Table of Contents

Welcome to the Elliott School	4
New Part-Time Faculty Onboarding Checklist	5
Getting Set Up to Teach	6
GWorld Card and Library Access:	6
I-9 Employment Verification, Payroll, & Tax Forms:	6
Email & Online Access:	6
GW Email:	7
GWeb Information System:	7
myGW Portal:	7
IT Support:	7
Syllabus:	7
Blackboard:	8
Book Orders:	8
Course Reserves:	9
Library Resources for Faculty:	9
Photocopying and Scanning Materials:	10
Academic Technologies:	10
Important Policies	11
Code of Academic Integrity:	11
Add/Drop Policies:	11
Grading:	11
Incomplete Grades:	12
Average Grades and Notification of Student Performance:	12
Changing Final Grades:	12
Extra Credit:	13
Final Exams:	13
Canceling and Making Up Classes:	13
Alumni Auditing:	14
Inclement Weather & Remote Instruction:	14
Recommended Language for Your Syllabus:	15
Sharing of Course Content -- recommended language for syllabus:	15
Use of Student Work (FERPA) -- recommended language for syllabus:	15
Religious Observances:	15
Title IX:	15
Emergency Preparedness and Response Procedures:	15

Teaching Evaluations:	16
Academic Support for Students	17
Student Rights and Responsibilities:	17
Non-Degree Students:	17
International Students:	17
Disability Support Services:	17
CARE Team:	18
Teaching: Best Practices and Important Considerations	19
Communicating Expectations:	19
Grading and Rubrics:	19
Preparedness:	19
Creating the Space:	19
Pedagogy and Classroom Engagement:	20
Appendix I: University Offices and General Information	23
Parking:	23
Map:	23
Software:	23
Elliott School Undergraduate Academic Advising Office:	23
Elliott School Office of Graduate Student Services:	23
University Bulletin:	24
University Teaching and Learning Center:	24
Mental Health Services:	24
Office for Study Abroad:	24
GW Writing Center:	24
Alert DC:	24
GW Alert:	25
GW's Website:	25
Appendix II: Important Phone Numbers and Email Addresses	26
Appendix III: Grades and Grading	30
Appendix IV: Examples of Grading Sheets and Rubrics	34

Welcome to the Elliott School

Welcome to teaching at the Elliott School of International Affairs! We are excited for you to join our community of faculty and staff dedicated to developing the next generation of international leaders. Our part-time faculty are an essential part of this mission, and we are grateful for all that you will contribute to the experience of our students.

Before discussing technical and administrative matters, let us stress how important you are to the overall experience of our students at the Elliott School. Together with the full-time faculty, you are at the front line of engaging and challenging our 2,000+ undergraduate and 900+ graduate students, both intellectually and professionally. To that end, it is imperative that you set rigorous expectations and demands to encourage your students to challenge themselves. In doing so, you will curb the mindset that besieges some of our students in which they let “work demands” serve as an excuse for lackluster participation and commitment to their schoolwork.

We encourage you, as you consider how to present your material—and especially as you think about the specific assignments you will include—to demand excellence, even if it means students will need to spend some substantial time learning outside of the classroom. Where you can, shape such things as writing assignments to fit the demands of professionals in your specific areas of expertise in lieu of the traditional academic term paper. Regardless of what you assign, ensure that the students’ expectations of timely and constructive feedback are met, with your effort matching theirs.

Additionally, students value the ability to contact you when they need assistance. To aid you in this, we have provided a part-time faculty office, located on the third floor of the Elliott School in Suite 303-C, which contains nine computer-equipped workstations, part-time faculty mailboxes, supplies, and a copier, printer, and scanner. We encourage you to schedule regular office hours in the suite and hold one-time appointments in this space. In today’s technological world, students appreciate timely replies to their emails almost as much as the chance to meet with you face-to-face. Both forms of accessibility are important.

Again, we do appreciate your involvement with the Elliott School and the opportunity students will have to learn with and from you. We look forward to having you as part of our community!

New Part-Time Faculty Onboarding Checklist

1 Complete Part 1 of the I-9 Process

Complete this step by going to www.newi9.com. Please use employer code 14290 for George Washington University. You will be able to complete your I-9 as soon as you receive your appointment letter via email containing your GWID from the Faculty Personnel Office.

2 Complete Part 2 of the I-9 Process

Complete this step by visiting GW's Faculty and Staff Service Center, located at the University Student Center, 800 21st NW Suite 242. Please see the HR website for more details on the ID requirement. You should also use this opportunity to submit your W-4 form, state tax forms, and direct deposit form at the Faculty & Staff Service Center.

3 Claim Your GW Email Address

This step can be completed as soon as you receive your appointment letter in your inbox. GW IT will include a link to claim [your GW identity](#) with your teaching appointment email.

If you already have a UserID due to previous studies or employment at GW, you can log in using your old password or click on the “Forgot Password” link at the bottom of the page.

You will be able to use your Blackboard portal with this information by visiting blackboard.gwu.edu.

4 Obtain Your GWorld Card

Visit the GWorld Card Office, located on the ground floor of the University Student Center at 800 21st St. NW. Please be sure to have your GWID ready and bring a form of ID. Your GWorld card allows you to access the library and other academic buildings across campus, including after-hours and on weekends.

Getting Set Up to Teach

GWorld Card and Library Access:

University ID cards, known as GWorld cards, are obtained from the GWorld Card Office, located on the ground floor of the University Student Center at 800 21st St. NW. Your GWorld card will grant you access to all academic buildings on campus, as well as borrowing privileges at any of the university libraries and any libraries part of the [Washington, DC Consortium](#).

To obtain your GWorld card, visit the GWorld Card Office and bring one form of government-issued identification and have your GWID number on hand. Your GWID is enclosed in your hire email.

If you already have a GWorld card, it will be reactivated automatically at the start of every semester, unless it has expired, in which case you will need to return to the GWorld Card Office to obtain a new one. The GWorld Card Office can be reached with any questions at 202-994-1795 or by email at gworld@gwu.edu.

I-9 Employment Verification, Payroll, & Tax Forms:

Prior to beginning teaching, all part-time faculty members new to the university must complete the I-9 Employment Verification Process.

Paychecks are issued by the Payroll Services Office to faculty on the last business day of each month. We strongly encourage you to arrange for direct deposit. You may do this by filling out the [Direct Deposit Authorization Form](#) and submitting it to Payroll Services. Information for submitting can be found at the bottom of the form. Alternatively, you may submit the Direct Deposit Authorization Form in person when you complete your tax forms and part two of the I-9 by visiting the Faculty & Staff Service Center.

Tax forms, including your Form W-4 and state tax withholding forms, can also be filled out in person at the Faculty & Staff Service Center. You may also find electronic copies on the [Payroll website](#).

In the fall semesters, faculty receive four paychecks from September to December, while in the spring, faculty receive five paychecks from January to May. During the summer, the number of paychecks is dependent on how long the course is scheduled for. Should you have any specific questions regarding your paycheck and other payroll-related issues, please contact Payroll Services at 571-553-4277.

Email & Online Access:

All new faculty members must first be hired and entered into the University database prior to obtaining access to a GW email address. This process typically occurs 2-3 weeks prior to the start of the semester. Once this process is complete, you will be able

to obtain your university email address, log into Blackboard, and get set up electronically on other University web platforms.

Once you have completed the I-9, you can set up your GW email account and [UserID](#) (which is your GWID number), access your course on Blackboard, view your class roster, view your pay information, etc.

Steps for accessing each platform are below:

GW Email:

To set up your [GW email account](#), follow the steps on this document.

GWeb Information System:

[The GWeb Information System](#) (also called Banweb) is where you enter final grades and view class lists and student information, as well as view your employee information including pay stubs, tax forms, and other such details. The GWeb Information System can be accessed directly through the link above.

To get set up on Banweb:

- Navigate to this [sign-on page](#) and click on the “Faculty & Staff” tab on the menu on the left side of the website.
- Log in with your GW email and password.
- You will then be logged into Banweb, which is your primary faculty profile and the place you can view pay information, tax forms and tax information, view class rosters, and other important functions.

myGW Portal:

[The myGW Portal](#) is your personalized news and alerts center. MyGW has shortcuts and links to common and popular websites, including your email sign-on, Blackboard, GWeb, Gelman Library, Human Resources, and other university websites, as well as other expanded features and content. MyGW is your center for academic and community resources, news, events, and University services, such as online GW directories, international weather forecasts, quick links to important University resources, campus alerts, and other such information. Your login to myGW is the same as your GW email and password.

IT Support:

Many answers to common questions can be found on the [IT Website](#), or you can also contact the IT Support Center at 202-994-GWIT (4948) or ithelp@gwu.edu.

Syllabus:

A resolution of the University’s Faculty Senate requires that faculty distribute a syllabus on the first day of class that contains the minimum following elements:

1. Your name and contact information
2. Course number, title, and section number
3. Course goals
4. Course learning objectives, requirements, and due dates
5. A class-by-class/weekly description of the material you will cover, as well as reading assignments for each class
6. Grading scale and standards
7. Course policies regarding late work, etc.
8. Mandatory university policies (see syllabus template at the end)

In providing your syllabus, you will help students schedule their classes and decide whether the course material is appropriate for their studies. For internal Elliott School records, please submit your finalized syllabus via email to esiaacad@gwu.edu by the first day of the semester. Draft copies are acceptable until the start of the semester.

The Academic Programs Office maintains an electronic database of course syllabi, and it is important that your final course syllabi be included. Please note that syllabi will be made available to members of the GW community in subsequent terms.

Blackboard:

[Blackboard](#) is the online learning management system used by the University. Blackboard enables you to provide students with online access to syllabi, course-related materials, assignments, rubrics, and assessments. It also has several features you can use to communicate with your students, such as built-in email features and announcements. Blackboard is an authenticated system, so only students who are registered for your course can gain access to its online content. While you are not required by the University to use Blackboard, there is a growing expectation from students that you will take advantage of using online means to post material. It is also a good way to cut down on the amount of printing, manual grading, and in-person paper collection.

A manual for how to use Blackboard is included in your hire packet and can also be found on the [Instructional Technology Guides page](#). Faculty can contact the Instructional Technology Lab (ITL) Monday - Friday from 9 a.m. to 6 p.m at itl@gwu.edu. You will log into Blackboard using your GW email and password.

Book Orders:

[The GW Bookstore](#), located on the lower level of the University Student Center, does not provide desk copies of books/textbooks for faculty members. Faculty members will have to directly contact the publisher of the book in question to obtain a desk copy.

The bookstore does, however, place orders of books for students to purchase for your classes. You may place these orders in two ways:

Online: You can order online at the GW Bookstore's website. To do so, follow [this link](#) while logged into your GW email.

Email: You may also order books by emailing the Textbook Manager at the bookstore directly at textbook@gwu.edu.

Please include the course name and number in the subject line, and provide them with the following information:

- **TERM (e.g., Fall 2019)**
- **DIV / DEPT (ESIA, for the Elliott School)**
- **IAFF COURSE NUMBER & NAME (this is a 4-digit number following "IAFF")**
- **SECTION(S) (list all section numbers/letters)**
- **ENROLLMENT ESTIMATE/CAP**
- **BOOK INFORMATION (author, title, edition, ISBN, publisher)**
- **INSTRUCTOR FULL NAME; PHONE NUMBER; EMAIL ADDRESS; and DATE OF ORDER**

For more information on textbooks, please visit the [Textbook webpage](#) on the website of Academic Technologies.

Course Reserves:

Faculty members can place materials (e.g., books, journals, articles, newspaper articles, etc.) on reserve with Gelman Library. To place materials on reserve, faculty members must submit the [course registration form](#) on the library's website. Individual requests must be made for each item. All course reserve requests must be made online. Policies for submitting reserve materials and other information can be found on the above website. Once a request has been made for a digital scan (e.g., a newspaper article, book chapter, or journal article), the item will be scanned by the digital services team at Gelman Library and uploaded to your course's Blackboard for students to access. Your program's Program Coordinator can also assist with this process.

Gelman Library has a course reserves specialist, Valerie Fliss, whom you may contact with any questions. Valerie can be reached at 202-994-2591 or libresrv@gwu.edu.

Library Resources for Faculty:

GW Libraries have a variety of resources available for faculty, both online and in-person, including book & course reserves, media resources, research assistance, and numerous training sessions and workshops, free of charge. Please visit the above link to learn more about resources available to faculty. You may also consult the [Instructional Technology Lab](#) and the [University Teaching and Learning Center](#) for additional pedagogical resources.

Additionally, the University Teaching and Learning Center is the home of the Instructional Core unit. The Instructional Core includes instructional designers, teaching and learning specialists, instructional technologists, programmers, graphic designers, and videographers who partner with faculty to enhance the learning experience. The support this team provides is critical for ensuring that GW delivers high-quality instruction, whether in person, online or in blended environments.

For more information on faculty resources at the library, please call (202) 994-6558 or email refdesk@gwu.edu.

Global Resources Center (GRC):

[The Global Resources Center](#), a division of Gelman Library, focuses upon the political, socio-economic, historical, and cultural aspects of countries and regions around the globe from the 20th century onward with specialized resource centers on Russia, Eurasia, Central & Eastern Europe; Middle East & North Africa; and Asia.

Photocopying and Scanning Materials:

A scanner, copier, and printer is available for your use at the Elliott School in the Part-Time Faculty Suite, Suite 303C on the third floor.

Academic Technologies:

[The Office of Academic Technologies](#) oversees all in-classroom technology and equipment used for academic purposes. Faculty may obtain loaner laptops and borrow other technological equipment by contacting Academic Technologies directly. The website also includes some instruction manuals for common technologies found in classrooms, e.g., projectors and built-in PCs. Upon request, Academic Technologies can dispatch a technician to assist faculty members in becoming familiarized with the technology found in their classroom and troubleshoot classroom technology issues.

Academic Technologies can also assist with specific set-up needs in the classroom, such as bringing extra desks and chairs or tables. If urgent assistance pertaining to technology is required, telephones are in every classroom for instructors to call Academic Technologies. They will be able to send someone to assist. They can be reached at 202-994-7900 or by email at acadtech@gwu.edu.

Important Policies

Code of Academic Integrity:

[The Code of Academic Integrity](#) defines academic dishonesty as cheating of any kind, including misrepresenting one's own work, taking credit for the work of others without crediting them and without appropriate authorization, and the fabrication of information.

Additionally, student grades, papers, and exams are considered confidential documents by the University. Please give student grades or assignments directly to each student and do not post or otherwise publicize grades or students' performances.

Faculty can report violations by completing [the charge of academic dishonesty form](#).

Add/Drop Policies:

Per [the Office of the Registrar's policy](#), students may add or drop classes during the first four weeks of the semester. Should a student wish to drop a class after the fourth week, it will be considered a withdrawal and will result in a grade of "W" appearing on the student's transcript. Instructor approval is not required to withdraw from a course.

Students may also request that you permit them to join the course even when the course has reached maximum enrollment, but only until the waitlist period has concluded. Waitlists are active between the first week of registration through the Friday before the first day of classes. Waitlists are purged the Friday before the first day of classes, and at this time, students may request to be added to a course that is full. While this is usually discouraged, instructors may add students into their classes in consultation with the ESIA Academic Programs team. Should you agree to let a student into the course, the student will provide you with the necessary Registration Transaction Form (RTF). The student will then submit this form to their academic adviser.

You also may sometimes receive a request from a non-degree seeking student who wishes to take your course. While this is up to your discretion as well, we ask that you admit degree-seeking students into your course before non-degree students if a course is approaching maximum enrollment. Elliott School policy does not permit undergraduate students to register for graduate classes.

Grading:

Final grades are due at the end of a course within five business days of the final exam or submission of the final assignment/research paper if a final exam is not given. Final grades must be submitted through Banweb, **NOT** Blackboard. Grades posted on Blackboard are not official and are not recognized by the university. Only grades posted on Banweb are officially recorded on a student's transcript. For instructions on submitting final grades, please review [GWeb for Faculty Grading Instructions \(PDF\)](#). Detailed information on grading, grading guidelines, and grading rubrics can be found in Appendix III and IV of this document.

Incomplete Grades:

At the discretion of the instructor, an Incomplete may be given for a course if a student, for reasons beyond the student's control, is unable to complete the work of the course, and if the instructor is informed of, and approves, such reasons before the date when grades must be reported. An Incomplete can only be granted if the student's prior performance and class attendance in the course have been satisfactory. Any failure to complete the work of a course that is not satisfactorily explained to the instructor before the date when grades must be turned in will be graded *F*, Failure. If acceptable reasons are later presented to the instructor, the instructor may initiate a grade change to the symbol *I*, *Incomplete*. The work must be completed within the designated time period agreed upon by the instructor, student, and school, but no more than one calendar year from the end of the semester in which the course was taken. To record the exact expectations, conditions, and deadlines of the Incomplete please use the Elliott School's [Incomplete Grade Contract](#).

The completed and signed contract is to be submitted to the Academic Programs and Student Services Office. All students who receive an Incomplete must maintain active student status during the subsequent semester(s) in which the work of the course is being completed. If not registered in other classes during this period, the student must register for continuous enrollment status. For more information regarding Incompletes please review the relevant sections in the [University Bulletin](#).

Average Grades and Notification of Student Performance:

Faculty members who teach undergraduate courses should familiarize themselves with the warning program, whereby freshmen who are doing substandard work (which includes written work below "C" or failure to attend class) are informed by or (if possible) before the eighth week of the semester.

Faculty members who teach graduate courses should note that graduate students must maintain a "B" average to remain in good standing in their degree programs. Thus, a grade of "C" in the case of graduate students is not an indication of "average" work, but a notice that their performance was below the suitable level expected of a graduate student.

If you wish to include attendance as a contributing factor towards grading in your course, then you must clearly outline your requirements in your course syllabus. Additionally, you may request a written excuse from an appropriate agent if a student must miss a class date.

Changing Final Grades:

Once entered at the end of the term, final grades may not be changed unless an error was made by the instructor in evaluating work or calculating a grade. In this case, faculty can submit a grade change by going to "Request Grade Change" under the Faculty Menu in Gweb.

Extra Credit:

Generally speaking, students should not be allowed to do extra credit work or revise work for a new grade unless the same opportunity is given to all students in the class.

Final Exams:

The Academic Scheduling Office (ASO) schedules final exams for the majority of on-campus undergraduate courses. Final exams are only scheduled for undergraduate lecture sections, not for labs, discussions, recitations, etc. Off-campus final exams are scheduled by each individual department. All undergraduate final exams must be given during the final exam period listed in the academic calendar and must be given on the day and time listed in the [final exam schedule](#). The final exam schedule is posted online approximately midway through the semester.

Graduate exams are not automatically scheduled. If the professor would like to hold a final exam for a graduate course, they may do so either on the last day of the semester or work with their department to request a time and location during finals week through the ASO. Graduate exam requests are accepted once all undergraduate exams have been scheduled.

Under no circumstances can an examination of any kind be scheduled during the last regular week of the semester (i.e., the week before the Make-Up Days/Reading Days).

If students find that they have three or more final examinations scheduled on the same day, the University allows for the rescheduling of one of the examinations, providing that the rescheduling takes place at least three weeks prior to the last day of classes. Whenever possible, the make-up examination should be rescheduled during the examination period. The rescheduling must be in consultation with the instructors involved and, whenever possible, the student selects which examination to reschedule. More information on final exam policies can be found on the website of the [Office of the Registrar](#).

Canceling and Making Up Classes:

You are expected to attend all of your scheduled classes. However, in the event you cannot avoid missing a class, you are expected to schedule a make-up session in consultation with all students in your class. There are also 1-2 make-up days built into the academic calendar at the end of each semester. Please refer to the [Academic Calendar](#) to see all of GW's key academic dates, which include "Designated Monday" or "Designated Friday", which are days set aside to make-up for missed class due to federal holidays and breaks. To reserve a classroom for a make-up class, please contact esiaacad@gwu.edu.

Web and Digital Content Accessibility Policy:

To provide individuals with disabilities equal access to the university's programs, activities and services, all Digital Content and functionality, including University

Website(s), developed, purchased, or used, will either conform to the Web Content Accessibility Guidelines or be made available to users on request in an Equally Effective and Accessible Alternative manner.

All existing university Digital Content and functionality, including University Website(s), must be made accessible to meet the Web Content Accessibility Guidelines, unless an Undue Financial or Administrative Burden or Fundamental Alteration is demonstrated. All new Digital Content and functionality developed for the university and all purchases of third party products with Digital Content and functionality are required to conform to the Web Content Accessibility Guidelines. All hardware, software, programs, or other information technology procured to support access to university programs, services or activities also must conform with the Web Content Accessibility Guidelines.

You can find resources for digital accessibility [here](#).

Bias-Related Reporting:

At George Washington University, we believe that diversity and inclusion are crucial to an educational institution's pursuit of excellence in learning, research, and service. Acts of bias, hate, or discrimination are anathema to the university's commitment to educating citizen leaders equipped to thrive and to serve in our increasingly diverse and global society. We strongly encourage students to [report possible bias incidents](#). For additional information, follow this link: <https://diversity.gwu.edu/bias-incident-response>.

Alumni Auditing:

[The Alumni Course Audit Program](#) gives all GW alumni the benefit of attending a wide selection of GW courses on a not-for-credit basis. [At this time, the GW Course Audit program is on hiatus.](#)

Inclement Weather & Remote Instruction:

The Provost's Office has been working with Libraries and Academic Innovation, GW Information Technology, and school leaders to develop an online [collection of tools and resources](#) that may be used to provide remote instruction to your students during a physical closure of any of our campuses, such as in cases of inclement weather. Please consider bookmarking this site. It will also be easily accessible through the Campus Advisories page during a university closure. We encourage you to familiarize yourself with these resources and to partake in LAI's [online](#) and [in-person](#) training.

Please note that the use of these tools, while encouraged, is not mandatory. You may still choose to hold a class session in person on the designated make-up day.

Please also consider the following guidance related to instructional continuity and unscheduled closures:

1. At the beginning of the term, establish a plan for communicating with your students in the event of a closure. Share those plans in class and electronically via email and Blackboard.
2. In the event of a closure, reach out to students in a timely manner to communicate your plans to hold the session online, if that is what you are planning to do.
3. Please note that when classes are canceled, students should not be asked or required to participate in other university activities (rehearsals, practice, etc.)

Recommended Language for Your Syllabus:

Sharing of Course Content -- recommended language for syllabus:

Unauthorized downloading, distributing, or sharing of any part of a recorded lecture or course materials, as well as using provided information for purposes other than the student's own learning may be deemed a violation of GW's Student Conduct Code.

Use of Student Work (FERPA) -- recommended language for syllabus:

The professor will use academic work that you complete during this semester for educational purposes in this course during this semester. Your registration and continued enrollment constitute your consent.

Religious Observances:

In accordance with [University policy](#), students should notify faculty during the first week of the semester of their intention to be absent from class on their day(s) of religious observance.

Title IX:

[Title IX](#) prohibits gender-based discrimination in all aspects of education. This means that you are entitled to an educational environment free from gender-based discrimination, including sexual harassment or assault, and that the university must work diligently to prevent and eliminate sexual harassment and assault in the community. Learn more about Title IX policies and your role as a faculty member through the link above.

Emergency Preparedness and Response Procedures:

The University has asked all faculty to inform students of these procedures, prepared by the GW Office of Public Safety and Emergency Management in collaboration with the Office of the Executive Vice President for Academic Affairs. To report an emergency or suspicious activity, please call 911 or the University Policy Department at (202) 994-6111 (Foggy Bottom campus).

Additional information about emergency preparedness and response at GW or the University's operating status can be found on [GW Campus Advisories](#) or by calling the GW Information Line at 202-994-5050.

Teaching Evaluations:

The intent of course evaluations is to support excellence in teaching and adherence to academic and professional standards. Student evaluations will be conducted for each course, except for an independent study or dissertation or similar course, at the end of the semester. All course evaluations are administered electronically online. During the final week of classes each semester, students are notified via email that course evaluations for the semester have opened up. You are welcome to encourage them to complete the evaluations. Student evaluations will be made available to the faculty member at the end of the semester once all grades are submitted via email to your GW email address.

All faculty members shall be evaluated at least once every two academic years of appointment based on a review of student evaluations in the course(s) taught by the faculty member. In reviewing the student evaluations, the Associate/Assistant Dean, Program Director, and any other evaluator may consider the following factors:

1. Treatment of the course description and syllabus
2. Demonstration of effective teaching methods
3. Adherence to academic and professional standards
4. Encouragement of the spirit of inquiry among students

Evaluations in courses using special teaching methodologies, such as distance learning courses, may encompass the factors listed above, and others as appropriate, to the extent practicable. The faculty member may, if he/she chooses, submit a written reflection on the student evaluations. The designated evaluator will discuss the evaluation with the faculty member, upon request of the faculty member or the evaluator.

Outside of the standard semester course evaluations, an additional evaluation of faculty members can be held. This additional evaluation shall be based on student evaluations and feedback, one or more classroom observations by an evaluator, a review of the syllabus and course materials, and an optional faculty self-assessment in a form to be mutually agreed upon by the University and the Union. The evaluators shall give consideration to all relevant material provided by the faculty member in advance of the evaluation being prepared. A part-time faculty member may request this additional evaluation once every six semesters of appointment. Requests for such evaluation shall be made by no later than the second week of classes. Reasonable efforts will be made to conduct the evaluation in the semester requested, but it may be delayed to the next appointment term, if any. The University may observe teaching performance at any time. The faculty member ordinarily shall have advance notice of such action but may not if, in the University's good faith judgment, circumstances do not warrant it. The University will promptly notify faculty members of any concern regarding poor performance.

Academic Support for Students

Student Rights and Responsibilities:

As an educator, you should familiarize yourself with the [Statement on Student Rights and Responsibilities](#). This statement outlines University policy regarding sexual harassment, the student grievance process, student conduct guidelines, academic integrity, and security. Familiarizing yourself with these policies will help protect both you and your students from any issues that could arise.

Non-Degree Students:

[Non-Degree students](#) are students who are not enrolled in a degree or certificate program. These students are eligible to take ESIA courses only with the instructor's permission and are subject to the same grading procedures as any other credit-seeking student. Non-degree students earn academic credit for courses they are enrolled in. If you have questions regarding non-degree students, please contact the Office of Non-Degree Students at onds@gwu.edu or (202) 994-1972.

International Students:

The University prides itself on having a large and diverse international student population. International students provide the community with welcome diversity, but at times, faculty members may have questions pertaining to international students in their courses or need assistance. If at any time you have any questions or concerns involving an international student, please contact the [International Services Office \(ISO\)](#) via email at iso@gwu.edu or call them at (202) 994-4477.

Disability Support Services:

In keeping with the Americans with Disabilities Act, the university is committed to ensuring that disabilities do not prevent students from excelling academically. [The Disability Support Services Office \(DSS\)](#) works with students to ensure disabilities do not interfere with a student's capacity to excel in their studies. The DSS website provides important information for faculty on how they may use provided accommodations to support students with disabilities. You may contact the office by email at dss@gwu.edu or by phone at (202) 994-8250.

Disabled students are entitled to appropriate accommodation, but it is a requirement that they be registered with the DSS. They should identify themselves to you early in the semester and provide you with an official letter from DSS outlining the necessary accommodation(s) for their case. Students who are not registered with DSS should be encouraged to do so as soon as possible. Please note that any information about students with disabilities is confidential and should never be mentioned to anyone else or in front of the class.

CARE Team:

[The CARE Team](#) is a cross-departmental support system that recognizes that student concerns are often multi-faceted. Students are connected to resources through inter-departmental collaboration to provide them with appropriate and personalized outreach.

At GW, we aim to create a Colonial community that cares for one another. From the moment students arrive on campus, they begin to find their place at the university. The college experience can often be challenging, and asking for help can be difficult. The CARE Team reaches out to offer support so that students can be as successful as possible through graduation. Students, parents, faculty, and staff can identify students that may need additional support through an online form. Based on the type of support needed, a student is connected to a trained staff member who works with them one-on-one for as long as they may need the help.

Challenges are part of the college experience; through the CARE Team, students are given the support they need to persist and succeed at GW and beyond.

Do you know a student who could use extra support? Please use the [CARE Team Referral form](#).

Teaching: Best Practices and Important Considerations

Communicating Expectations:

The clearer you can be in communicating your expectations to your students, the better. Be sure to provide detailed guidelines as possible in your syllabus and in-class sessions to explain to students your expectations in terms of readings, class participation, and assignments. Students appreciate very specific guidelines to help them identify deadlines and parameters for assignments and classroom engagement. This will help them plan their semester and schedule their time accordingly based on your requirements. Thus, it is essential that you stick to the schedule outlined in your syllabus so that you and your students are on the same page throughout the semester.

Grading and Rubrics:

It is important for students to clearly know how they will be assessed in your course and the guidelines you will use in determining your assessments. Provide detailed instructions on each assignment to students on your syllabus, on Blackboard, or through a detailed handout that you distribute. Developing rubrics for these assignments, giving them to students ahead of time, and using them to grade their assignments also provides clarity to students and helps the instructor to identify what elements are most important in the assignments that students are completing. We also recommend returning assignments to students within 1-2 weeks after they submit them to you, at the latest. If you would like assistance in developing rubrics for your course assignments, please contact the Elliott School Academic Programs office.

Preparedness:

Be sure to carefully prepare for each class session. It is a good idea to have a sense of clear learning outcomes that you want students to achieve in each session and to be aware of how these learning outcomes relate to the overall learning outcomes that you have designed for the course. You will also want to consider various ways to engage students with the content that you will cover in each class session (see the section below on Pedagogy and Classroom Engagement). Staff in the Elliott School Academic Programs office are happy to assist with lesson planning and can provide a template for preparing your class sessions.

Creating the Space:

We strongly suggest spending a significant amount of time during the first class session (or even the first few sessions) getting to know the students with whom you will be working with throughout the semester, and collaborating with them to set the ground rules for how discussions will occur in class. It is a good idea to take some time to learn your students' names and give them some time to familiarize themselves with their peers. Please also consider how the class can affirm different viewpoints throughout the semester. The more you can cultivate student buy-in for the ground rules and subculture that you create in your classroom early on, the better. Setting up a class subculture or

ground rules that the group buys into at the beginning of the semester sets the stage for constructive contentious conversations that can happen throughout the semester.

Pedagogy and Classroom Engagement:

The process for engaging with the material throughout any course is just as important as the content being offered by the instructor. Thus, it is not just enough to be an expert on the topic that you are teaching. The question is how you can engage students as much as possible in every class to maximize their learning throughout the semester.

No matter how valuable the content in any lecture is, if students are not asked questions or required to make contributions through small group discussions or some sort of activity throughout the class, it will be hard to keep the class engaged, particularly in a block class. The more the instructor can move students away from being passive learners to active learners, the better. Instead of telling them something, first, ask them a question about it. See if they can work it out on their own, particularly if they completed readings on the topic. Then, bring the discussion to whatever you find to be most significant about the readings and concepts you want them to learn about.

While it is essential for the faculty member to lecture and explain concepts—students are, of course, paying a lot of money with the assumption they will be learning critical information they could not find elsewhere—it is equally important to allow students to critically engage with the material presented to them. Sustainable learning happens as students grapple with the theoretical ideas they learn in class and try to make sense of how these ideas work in practice. They will not be able to remember all of the information presented to them in any class they take, no matter how good the class is. What they will remember is their experiences wrestling with some of the big ideas we present to them and the tools we give them to face future challenges as they work out in the world.

Additionally, students do not have long attention spans. Breaking up the class helps to keep students engaged. Try to move away from one continuous session on any given day. Building in some kind of in-class writing, discussions in pairs or small groups, or activities gives an opportunity for students to reflect and engage with the material in a deeper way.

With all of this in mind, we recommend that our faculty consistently vary the method of instruction throughout their classes. A good rule of thumb is to switch between some of the following options at 20-30 minute intervals:

- **Mini-lectures:** this is an opportunity to explain key concepts and make sure students feel like they are receiving clear content they can take notes on. It is important to have at least 20 minutes of each class dedicated to providing some core content. Lectures can also have questions posed throughout that keep students engaged and make them think through a topic before they are told about it.

- **Full group discussion:** this involves posing questions to the class to help them work through ideas in the readings and/or lecture, or to critique issues they noticed in these readings. Here are some strategies to improve the quality of your discussions:
 - The Socratic Method is a particularly useful tool for introducing students to new concepts and helping them to grapple with their assumptions related to these ideas.
 - Try to come up with specific questions that get at the key points that you want them to discuss. You can also start with more general questions and then narrow in on more specific ones. Try to avoid using only general questions, such as “What did you think of the reading?” unless you will follow it up with more specific questions afterward.
 - Another good strategy with discussion is to try and get a few voices to respond to a question so the discussion can develop before jumping in. If the professor speaks after each student, this can actually slow down the discussion and not allow it to gain traction. A tactic that works well in this situation is to affirm students after they make their points and then call on others. Once you have heard a number of voices, you can then synthesize the ideas together and highlight a number of different points that students made and how they fit together.

- **In-class writing:** this can be a good opportunity to pause and let students reflect on what they have learned and heard so far in class. A writing prompt can help them to consider what they found to be most significant in what they just learned and can also ask them to think of examples that further illustrate whatever concepts they have just learned related to international affairs. Research shows that reflection and elaboration help to deepen learning by allowing students to tie course content to practical experiences, building the connections around the information they have received. The stronger these connections are, the deeper the learning will be.

- **Think, pair, and share:** breaking up the class into pairs is a great way of getting everyone talking and engaging with the content. It livens up the room and lets students work out ideas on their own. It also lets them think through ideas ahead of time and can make them more comfortable to share out into a big group. Letting them do some in-class writing before they talk in pairs can further allow them to think through their ideas and reflect on what was significant to them.

- **Small group discussions:** small groups of 3-6 students can be another great way for them to grapple with material and consider its significance, without the worry of “saying the right thing” when the teacher is listening. Students can learn from each other’s ideas and will have more opportunities to speak than in large group discussions. When debriefing small groups with the larger group, it is a good idea to ask the groups to pick someone who can summarize what their group discussed.

- **Activities:** in informal evaluations led by some of our faculty, students consistently request more activities to engage in during class time. Activities are a great way for students to do something creative that helps them see interesting parallels to the content they may have never thought of. Consider if there are ways that you can get students up and moving to engage with whatever content you are presenting in a new way. This livens up the class and can help to bring more energy into the space.
- **Use of media, such as video or audio clips, images, etc.:** such content can serve as great examples to help students deepen their learning. Particularly, the use of content, such as Ted talks can engage students in different ways beyond regular lectures and discussions. Having students discuss their reflections on these videos in pairs or small groups before having a broader class discussion can also allow for more reflection from students.
- **Task-based learning:** consider particular tasks or assignments that students can complete during class time, either individually or in small groups, that allow them to apply the concepts for the class that day. For example, if you want to teach students about the various types of international community interventions undertaken at different stages of global conflicts (such as mediation or peacekeeping operations), one task could be having them analyze a timeline of a specific conflict and identifying the types of intervention that occurred along this continuum at different points in the conflict's history.
- **Simulations:** simulations are a fantastic tool for teaching students how to handle negotiations or crisis situations. It puts students in the shoes of decision-makers and helps them recognize how challenging it can be to make/implement policy or to negotiate in different circumstances. Reflecting on experiences in these simulations helps to deepen students' learning and the skills they acquire from such experiences.

Appendix I: University Offices and General Information

Parking:

The Elliott School has an in-house parking garage in the building. [Parking Services](#) offers a daily rate of \$16.50 for GWorld card holders, which is a 28% discount over the daily visitor rate of \$23. You may utilize the occasional debit parking by adding money to your GWorld card and do not need to obtain a permit for occasional parking. To load money onto a GWorld card for debit parking, parkers can:

- Log into this website, <https://get.cbord.com/gwu/full/login.php>, to create an account and load money on their cards
- Download the GET App on their phones and create an account to load money

If you have any questions about parking on campus, please contact the GW Parking Office at parking@gwu.edu or 202-994-7199.

Map:

For more information on the various locations of classrooms and offices around campus there is an [extensive online map resource](#) which you can review.

Software:

[Check out available software](#) to aid in teaching and developing your materials: Microsoft Office 365, Adobe Creative Cloud, Webex, Zoom,

Elliott School Undergraduate Academic Advising Office:

While students are responsible for determining their schedule and meeting all degree requirements, Academic Advisors are here to guide undergraduate students through their time at the University. Academic advisors can also be contacted if a faculty member has a concern about an individual student. [The Undergraduate Academic Advising Office](#) can be reached at (202) 994-3002.

Elliott School Office of Graduate Student Services:

[The Office of Graduate Student Services \(GSS\)](#) combines graduate academic advising, international education, and career development under one roof in order to help graduate students tailor their studies for their future careers. It is dedicated to providing guidance throughout a graduate student's tenure at the Elliott School, as well as worldwide career opportunities and networking opportunities to current graduate students and alumni. From job search strategies to resume development, GSS offers a variety of services and resources to guide Elliott School graduates down the right career path. The Office of Graduate Student Services can be reached at (202) 994-3788.

University Bulletin:

[The University Bulletin](#) is the University's guiding document on degree requirements for both undergraduate and graduate degrees. The Bulletin is a binding document that outlines curricula for all the school's degree programs. It is updated once a year in advance of the start of the next academic year. The Bulletin also contains university policies and regulations for current students.

University Teaching and Learning Center:

[The University Teaching and Learning Center \(UTLC\)](#) supports faculty in their teaching by focusing on course design, teaching techniques and pedagogy, and research on teaching and learning. UTLC involves as many faculty members as possible to help deliver workshops and to provide guidance and advice so our programs stay current and relevant. All programs and services are offered free of charge to all GW faculty. For questions on services offered by the UTLC, please contact utlc@gwu.edu.

Mental Health Services:

[Mental Health Services](#) offers a wide variety of counseling services to students including individual counseling, group counseling, career counseling, academic support, referral information, and alcohol/drug services. Their work also involves information, trainings, and tools to help students, staff, faculty, and family members.

Office for Study Abroad:

[The Office for Study Abroad's \(OSA\)](#) mission is to provide and facilitate quality international educational opportunities at The George Washington University for both undergraduate and graduate students. OSA promotes the academic, personal, professional, and intercultural development of students before, during, and after their study abroad experiences. They respond effectively and efficiently to student needs, contribute to campus internationalization, and foster cultural understanding and self-awareness among the student body.

GW Writing Center:

At the [University Writing Center](#), both undergraduate and graduate students can meet one-on-one with a writing tutor to get assistance with writing assignments, research papers, theses, personal statements, and other written work. Trained undergraduate and graduate peer tutors help students develop and focus their ideas, implement an organizational strategy, utilize evidence proficiently, and clarify their syntax and diction. Students are encouraged to consult the University Writing Center should they seek additional assistance for their written work.

Alert DC:

Alert DC provides free notification by email or text message during an emergency. Visit GW Campus Advisories for a link and instructions on how to sign up for alerts pertaining

to GW. If you receive an Alert DC notification during class, you are encouraged to share the information immediately.

GW Alert:

GW Alert provides popup notification to desktop and laptop computers during an emergency. In the event that we receive an alert to the computer in our classroom, we will follow the instructions given. You are also encouraged to download this application to your personal computer. Visit GW Campus Advisories to learn how.

GW's Website:

An immense amount of information on GW and its services is available on the web. Updated schedules, special events, course offerings, departments, faculty listings and email addresses, GW and DC-area library holdings and much more can all be accessed at the [GW website](#). Please acquaint yourself with this resource, as well as [the Elliott School's website](#).

Appendix II: Important Phone Numbers and Email Addresses

Office of the Dean:	1957 E St NW, Suite 401 Washington, DC 20052 (202) 994-6240
Academic Technologies	(202) 994-7900 - acadtech@gwu.edu
Blackboard Help Desk	(202) 994-0485 - bbadmin@gwu.edu
Disability Support Services	(202) 994-8250 - dss@gwu.edu
Faculty & Staff Service Center	(202) 994-8500 - fssc@gwu.edu
Gelman Library	(202) 994-6558 - gelman@gwu.edu
Human Resources	(571) 553-3679 - hريس@gwu.edu
International Services Office	(202) 994-4477 - isodesk@gwu.edu
IT Support Center	(202) 994 -4948 - ithelp@gwu.edu
Part-Time Faculty Personnel	(202) 994-6783 - fpo_pt@gwu.edu

Dr. Benjamin Hopkins, Senior Associate Dean for Academic Affairs -
bhopkins@gwu.edu

Dr. Laila Sorurbakhsh, Assistant Dean for Academic Programs; Director of Online Education - sorurbakhsh@gwu.edu

Dr. Lakeisha Harrison, Assistant Dean for Student Service and Diversity, Equity, and Inclusion - lrharrison@gwu.edu

Dr. Alexander Cromwell, Associate Director, Dean's Scholars and Experiential Learning
(202) 994 - 1308 - acromwell@gwu.edu (until Jun 30, 2023)

Christopher Markiewicz, Assistant Director, Academic Programs
(202) 994-0820 - cmarkiewicz@gwu.edu

Chiara Eveltì, Program Coordinator, Academic Programs
(202) 994-0514 - cevelti@gwu.edu

Briana Doyle, Program Associate, Global Capstone Program
(202) 994-9416 - doyleb@email.gwu.edu

Eden Hailu, Program Coordinator (Latin American & Hemispheric Studies, International Development Studies, Asian Studies) - ehailu@gwu.edu

Kayla Macy, Program Coordinator (Masters of International Affairs & Professional Skills Courses)
kaylamacy@gwu.edu

Zunair Saleem, Program Coordinator (Masters of Security Policy Studies)
zsaleem@gwu.edu

Yvonne Oh, Program Coordinator (Gender Equality Initiative in International Affairs & Institute for Public Diplomacy and Global Communication) yvonneoh@gwu.edu

Janina Talamayan, Program Coordinator (All Undergraduate Programs)
jctalamayan@gwu.edu

Una Bold, Senior Instructional Designer
ubold01@gwu.edu

Jamie Jeune, Junior Instructional Designer
jeune@gwu.edu

DIRECTORY OF PROGRAMS

Asian Studies:

Gregg Brazinsky, Program Director
brazinsk@gwu.edu

Eden Hailu, Program Coordinator
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European and Eurasian Studies:

Chris Kojm, Program Director
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Matthew Kewley, Manager, Research Programs, Institute for European, Eurasian, and Russian Studies
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Hugh Agnew, Interim MAIA Graduate Program Director
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Nick Anderson, MAIA Associate Program Director
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Kayla Malcy, MAIA Program Coordinator
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Christina Fink, BAIA/BSIA Undergraduate Program Director
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International Science and Technology Policy:

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Christine Gilbert, Program Associate
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International Economic Policy:

Rafael Lopez-Monti, Program Director
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Latin American and Hemispheric Studies:

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Masters of International Policy and Practice:

Eden Hailu, Program Coordinator
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Program Coordinator
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Security Policy Studies:

Arturo Sotomayor, Program Director
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pauldw@gwu.edu

Zunair Saleem, Program Coordinator
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Gender Equality Initiative in International Affairs:

Shirley Graham, Program Director
shirleygraham@gwu.edu

Yvonne Oh, Program Coordinator
geia@gwu.edu

Institute for Public Diplomacy and Global Communication:

William Youmans, Program Director
wyoumans@gwu.edu

Yvonne Oh, Program Coordinator
ipdgc@gwu.edu

Institute for African Studies:

Jennifer Cooke, Program Director
Jennifercooke@gwu.edu

Global Capstone:

Samuel Ledermann, Program Director
sledermann@gwu.edu

Briana Doyle, Program Associate
esiacapstone@gwu.edu

Appendix III: Grades and Grading

Undergraduate Grades:

Grades are made available to students through [the Office of the Registrar](#) after the close of each semester. The following grading system is suggested for undergraduate courses:

Grading Scale (example for undergraduate courses)*

Excellent	Good	Satisfactory	Low Pass	Fail
A 96%-100%	B+ 87%-89%	C+ 77%-79%	D+ 67%-69%	F Under 60%
A- 90%-95%	B 84%-86%	C 74%-76%	D 64%-66%	
	B- 80%-83%	C- 70%-73%	D- 60%-63%	

Other grades & administrative notations that may appear include:

- AU → Audit
- I → Incomplete
- IPG → Course In-Progress
- W → Authorized Withdrawal
- Z → Unauthorized Withdrawal
- P → Pass
- NP → No Pass
- R → Need to Repeat Course

All courses indicated as requirements for a student's major(s) must be completed with grades no lower than a C-. If a student receives a grade of D+, D, or D- in any of these courses, the credit will count toward the degree, but not towards their major; the student must either repeat the course or, with approval of the academic advisor, substitute another course, in either case with a grade no lower than C-. If the student must repeat the course, credit for the repetition does not count toward the degree, and grades for both the initial course and the repeated course are used to compute the GPA. Both grades will thus appear on their transcript.

If the Undergraduate Academic Advising Office allows another course to be substituted, the initial course will be considered an elective. The student is expected to consult their academic adviser in all matters affecting the program of study, such as changes, substitutions, withdrawals, or transfer of credit from other institutions.

In order to graduate, an undergraduate student must complete 120 credit hours with a minimum cumulative grade-point average of 2.0.

Except for courses that specifically state that repetition for credit is permitted, a candidate for a degree at this University may not repeat a course in which a grade of D- or better was received unless required to do so by the department concerned. A written statement, indicating that the student is required to repeat the course, must be submitted to the student's dean by the appropriate department chair.

The symbol of "Z" is assigned when students are registered for a course that they have not attended or have attended only briefly, and in which they have done no graded work. At the end of the academic year, students' records are reviewed by the academic advisor; if there is more than one "Z" per semester, a student's record will be encumbered until released by the student's advisor or academic dean. The symbol of "Z" is not a grade but an administrative notation.

Graduate Grades:

Grades are also made available to students through [the Office of the Registrar](#) after the close of each semester. The following grading system is suggested for graduate courses:

Grading Scale (example for graduate courses)*

Excellent	Good	Needs Improvement	Low Pass	Fail
A 96%-100%	B+ 87%-89%	B- 80%-83%	C 74%-76%	F Under 70%
A- 90%-95%	B 84%-86%	C+ 77%-79%	C- 70%-73%	

Other grades & administrative notations that may appear include:

- CR → Credit
- NC → No Credit
- AU → Audit
- I → Incomplete
- IPG → Course In-Progress
- W → Authorized Withdrawal
- Z → Unauthorized Withdrawal

Graduate students are required to maintain a minimum cumulative grade-point average of 3.0.

A student whose grade-point average falls below 3.0 or who receives a grade of F in a course at any point after completing 9 credit hours is placed on probation. This probation extends through the period in which the student's next attempts up to 12

credits of work. The student's academic advisor will meet with the Program Director and/or Associate Dean to review the student's record. The student's account will be put on hold until the student has met with the Program Director and/or Associate Dean to discuss the terms of probation. A student's active status in the program may be restricted by the Program Director if deemed necessary.

During the probationary period, the student's performance will be monitored to determine suitability for continued study. The Office of Graduate Student Services will inform the Program Director and/or Associate Dean whether the student is no longer on probation or is eligible for dismissal. Incomplete grades are not allowed during the probationary period and are grounds for dismissal.

A student who fails to raise the cumulative grade-point average to 3.0 or above by the end of the period of probation or who is subject to probation for a second time at any point during the academic program is eligible for dismissal. If a student is eligible for dismissal, the academic dean in consultation with the program director will decide whether the student is to be dismissed from the Elliott School.

Except for courses that specifically state that repetition for credit is permitted, a candidate for a degree at this university may not repeat a course in which a grade of C- or better was received unless required to do so by the department concerned. A written statement to this effect must be submitted to the student's dean by the appropriate department chair.

The symbol of "Z" is assigned when students are registered for a course that they have not attended or have attended only briefly, and in which they have done no graded work. At the end of the academic year, students' records are reviewed by the academic advisor and appropriate Program Director; if there is more than one "Z" per semester, a student's record will be encumbered until released by the student's advisor or academic dean. The symbol of "Z" is not a grade but an administrative notation.

Participation Grades:

Course participation grades worth more than roughly 20% of the final grade should be paired with a detailed description of your expectations and/or specific course activities that factor into your evaluation of successful/full participation. For fully-online courses, we generally recommend to keep the percentage of the participation rather low, since participation in online courses can be impacted by technological issues. Please review the syllabus template that was provided by ESIA Academic Programs prior to the start of the semester for additional guidance.

Sample participation statement:

[Subject matter of course] is a demanding discipline that requires students to think critically and utilize high-level analytical skills regarding complex issues. The discipline requires such mastery not only in well-articulated written work, but also in thoughtful discussions between and among students and instructors. Receiving full points for participation is not simply a matter of showing up and turning work in on time. Outstanding participation grades require truly thoughtful, insightful, and well-argued contributions and leadership in class that demonstrate a high level of mastery of the course material.

Appendix IV: Examples of Grading Sheets and Rubrics

Example Midterm Paper – Grading Sheet

[Insert Course Name]

Name	[Insert student presenter]
Topic	[Insert abbreviated topic description]

Required Content Summary

- An assessment of a specific aspect of [transnational security] of your choice.
- A critical analysis of potential issues, such as the impact on international relations, economics, security, and commerce and others deemed important.

Overall Grade	Achievement of course learning objectives from the syllabus: <ul style="list-style-type: none"> • How states respond to [transnational security] issues to enhance security inside and outside their borders and around the world • The attributes and range of interactions between governments and the development and implementation of [security] approaches • Challenges to world stability including the multidisciplinary aspects of [transnational security] in light of the threats that are constantly evolving in a developing, globalized world 	[*]
Grading Criteria (ref. syllabus & style guide)	5 well-edited pages ²	[*]
	Bibliography	[*]
	Evidence of having read the relevant articles ³	[*]
	What is determined important about [transnational security]	[*]
	The quality of analytical decisions ²	[*]
	How the selected topic is related to the overall subject matter of the course ³	[*]
	Research question ¹ Worst case: no question, an essay on everything you have learned about the topic. Better case: a question, but a narrative answer. For example, “What role did the U.S. play in the Kosovo crisis?” Best case: Where the question is a real one, is more focused and forces you to make judgments about causality, importance, and policy implications. For example, “Why did the U.S. become involved in the Kosovo crisis?”	[*]
	Submitted on time	[*]
Overall comments	[Example - This paper has outstanding potential, thank you for a fascinating read. ¹ I think you need to carefully reflect on your research question to achieve a more accurate treatment of it. ² It seems to me that it will be important to address a somewhat broader set of issues and implications in regard to the range of topics addressed in this course. Specifically, it would be best if you provide an explicit treatment of your research question regarding transnational security. Please see my red line comments for specific recommendations for your consideration in the development of your final paper.]	

*Letter Grade

Using this grading sheet:

1. The midterm paper is limited to 5-pages plus a bibliography. Students are required to provide a 1-page paper proposal and are provided recommended frameworks for their paper as follows:

A high-quality 5-page paper can be challenging. Transnational security is a complex, multi-faceted issue and successfully executing a short paper needs special care. Here is some guidance you may find helpful.

5 pages are roughly 1,500 words. Using an average of 300 words per page, a paper would be constructed as follows:

- Introduction and Analytical Question: approximately 150 words, ½ page
- Background and Research: approximately 750 words, 2½ pages
- Analysis and Implications: approximately 450 words, 1½ pages
- Conclusion: approximately 150 words, ½ page
- Bibliography: a minimum of 10 sources

The paper receives an overall letter grade consistent with the GWU grading policy.

The grading section uses letter-grade scores that assess the achievement of syllabus requirements as well as inform the development of the final paper. Letter grade scores are used to reinforce the seriousness of the criteria established in the syllabus.

The overall comments section includes superscript numbers to tie specific suggestions to those areas that require particular attention and received the lowest individual grades in the previous section.

This grading sheet is supplemented by extensive redline comments on each student's midterm paper submission.

Example 5-Minute Oral Presentation: Midterm Assignment – Grading Sheet
[Insert Course Name]

Name	[Insert student presenter]
Topic	[Insert abbreviated topic description]

Overall	[Insert Letter Grade]	
Presentation of background and facts	[Value from Ratings Key*]	[Insert 3 – 6 short sentences]
Observations, analysis and conclusions	[*]	Demonstrating understanding of the materials; the breadth and depth of your research
	[*]	Judging what is important and what is not
	[*]	Situating your knowledge in the wider discipline and draw insights across areas
	[*]	Judging about what causes what; what are the dependent variables and what is the independent variable
Presentation Quality	[*]	Providing a cogent and insightful presentation
Comments and Suggestions		[Insert 1 -6 suggestions from the post-presentation class questions and discussion]

*Ratings Key

- 4 – Excellent
- 3 – Good – needs some work
- 2 – Fair – needs significant work
- 0 – Fail

Using this grading sheet:

The presentation is limited to 5-minutes; the same duration constraints observed in Congressional hearings. The 5-minute constraint allows time for class engagement and suggestions while preserving classroom session schedules. Students are provided a recommended framework for their presentation:

Presentation - Total 5 minutes – approximately 600 words

1. Overview: What is the topic?
2. Detail: Why is the topic important?
3. Background: A summary of your research and findings
4. Recommendation(s): How should the issue(s) you identify be dealt with?

Questions – Total 5 minutes

The presentation receives a letter grade consistent with the GWU grading policy. The observation section uses numerical scores that look forward as the midterm assignment is used to inform the development of the final paper. Numerical scores are used to focus students on specific needs for improvement. The comments and suggestions section is used primarily to capture suggestions arising from the post-presentation class discussion. Class participation and engagement are valued for informing and improving the presenter's final product.

Example Final Paper - Grading Sheet
[Insert Course Name]

Name	[Insert Student Name]
Final Paper Grade	[Insert Letter Grade]
Midterm Paper Grade	[Insert Letter Grade]
Class Participation Grade	[Insert Letter Grade]
Course Grade	[Insert Letter Grade]

Required Content Summary - The final assignment should address the factors that policymakers must consider in planning, funding, managing, and assessing the scope and conduct of [transnational security]. You should identify the important issues and then provide guidance regarding how they should be best addressed.

Overall Grade – Primarily based on my assessment of how well the paper demonstrates an understanding of the course learning objectives from the syllabus. Secondly, a detailed review of the essential aspects of your paper is provided. These affect the overall paper grade. They also are also provided to assist you in improving the strength and quality of your paper should you seek publication. The detailed analysis involves 4 levels:

Excellent: minor corrections needed

Good: a modest number of changes are needed to polish the paper, estimated at 1 – 2 hours of work per item evaluated

Fair: the paper needs significant revision and strengthening, estimated at 2 – 4 hours of work per item evaluated

Poor: there is a significant flaw or flaws that severely undercut the paper requiring substantive rework and revision.

Detailed Review	Assessment
Background and research	[Example: Excellent – the level of detail provides a good foundation for a policy-maker’s fundamental understanding of the magnitude and characteristics of the issues.]
Quality of writing and logic	[Example: Excellent – a particularly well-written paper. I recommend the last 3 words of the paper be changed from “frame of mind” to “policy.” Also, beware of the use of the informal term “off.” The style employed lays out a good logical progression in an easy to read approach.]
Synthesis and analysis	[Example: Excellent – I believe this paper can provide valuable insight for the Administration. I hope you will seek to have this paper published.]
Policy recommendations	[Example: Excellent – your recommendations are balanced, logical and well constructed.]

Using this grading sheet:

The final paper is required to be 20-pages plus a bibliography. Students are advised in the syllabus that grading depends, in large part, on the following features:

- Their understanding of the materials and the breadth and depth of their research
- Their ability to comprehend and use official documents
- The ability to judge what is important and what is not
- Their ability to situate your knowledge in the wider discipline and draw insights across areas
- Their ability to make judgments about what causes what – what are the dependent variables and what is the independent variable
- Their ability to present work in a suitable academic format, for example, to write an essay with a strong introduction and conclusion, to effectively footnote to providing an accurate paper trail and an alphabetized bibliography.
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The paper receives an overall letter grade consistent with the GWU grading policy. The detailed review section uses a 4-level assessment of achievement of syllabus requirements to highlight what must be done to ready the final paper for possible publishing or use in a professional setting.

As with the midterm paper, this grading sheet is supplemented by extensive redline comments on each student's final paper submission.