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**Article 1. THE SCHOOL**

1.1 **Degrees, Minors, and Programs.** The School of Literature, Media, and Communication (LMC) fulfills a number of related responsibilities within the Georgia Institute of Technology. The School offers four degrees: an MS and PhD in Digital Media (DM), a BS in Computational Media (CM), and a BS in Literature, Media, and Communication (LMC).\(^1\) LMC also offers minors in Performance Studies, Film and Media, and Technical Communication, and it collaborates with the Colleges of Computing, Architecture, and Sciences in offering an MS in Human-Computer Interaction and the College of Computing in offering a BS in Computational Media. The Schools of History, Technology, and Society; Public Policy; and LMC jointly sponsor the Ivan Allen College of Liberal Arts (IAC) minor in Women, Science, and Technology. In addition, LMC provides courses in literature, film, cultural studies, technical communication to fulfill the six hours of humanities credit and the six hours of first-year composition mandated for each student by the University System's Core Curriculum. LMC also sponsors Poetry at Tech, Drama Tech, Student View, and Cinema at Tech. Several LMC faculty members contribute to Georgia Tech research centers, including the Center for Media; Center for New Media; Center for the Study of Women, Science, and Technology; Institute for People and Technology; and the Graphics, Visualization, and Usability Center.

1.2 **Principles.** This handbook affirms the commitment of LMC faculty to the following principles:

- **1.2.1 Faculty governance:** LMC is guided by democratic principles allowing participation of faculty at all levels of decision-making, insofar as this participation is in accordance with the policies of Georgia Tech and the University System of Georgia.

- **1.2.2 Public disclosure of decisions:** LMC faculty and administrators are committed to the public disclosure of all curricular and administrative decisions and rationales guiding these.

- **1.2.3 Advisory function:** All LMC administrators and committees are advisory to the School Chair, who is responsible to the Dean of Ivan Allen College and the Provost, in accordance with Institute statutes (Institute policies and procedures are available at [http://www.academic.gatech.edu/main/](http://www.academic.gatech.edu/main/)).

1.3 **Calendar.** The LMC calendar is maintained on a Georgia Tech Zimbra site, detailing all deadlines, meetings, regular activities, and special events of the School of Literature, Media, and Communication and the Writing and Communication Program. All LMC administrators, faculty, and staff are able to access the calendar as well as to update it.

1.4 **Contact list**

- **LMC Administrators**— [http://lmc.gatech.edu/people/administrators.php](http://lmc.gatech.edu/people/administrators.php)
- **LMC Faculty**—Tenure-line faculty and academic professionals: [http://lmc.gatech.edu/people/faculty.php](http://lmc.gatech.edu/people/faculty.php)
- **LMC Faculty**—Marion L. Brittain Postdoctoral Fellows: [http://lmc.gatech.edu/people/brittain.php](http://lmc.gatech.edu/people/brittain.php)
- **LMC Staff**—[http://lmc.gatech.edu/people/staff.php](http://lmc.gatech.edu/people/staff.php)

1.5 **Revision of Policies and Handbook.** The structure and curriculum of LMC are periodically open to revision. The mechanisms for revision adhere to the principles of democratic structure affirmed in section 1.2 and detailed elsewhere in this document. This handbook and policies are subject to annual review and revisions as detailed in Articles 14 and 15.

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\(^1\) The former STAC major changes to LMC major in Fall 2014.
Article 2. ADMINISTRATIVE STRUCTURE

2.1 Organizational Structure. The organizational structure of LMC is depicted in Figure 1. The School Chair (appointed by the IAC Dean) appoints LMC faculty to serve in administrative positions: an Associate Chair, a Director of Graduate Studies, and a Director of Undergraduate Studies. Other LMC faculty in administrative positions include the Director of Writing and Communication and the Director of the Communication Center. In consultation with appropriate directors, the School Chair also appoints the Associate Director of Undergraduate Studies, the Associate Director of the Communication Center, and the Associate Director of Writing and Communication. All unit administrators carry reduced teaching loads.

Figure 1. LMC Organizational Structure
2.2 Administrative Evaluation. All administrative faculty other than the School Chair are evaluated in the spring of their third year of service and every third year thereafter. The person to whom the administrator directly reports appoints a three-person committee that, after consulting with other LMC faculty members, prepares a written evaluation of the administrator concerned and forwards it to the person who appointed the committee. The Chair is evaluated according to a procedure and schedule defined by the Dean of Ivan Allen College.

2.3 Chair. The School Chair is the chief administrative officer, responsible for all decisions and activities within LMC. He or she is responsible directly to the Dean of Ivan Allen College. He or she serves ex officio on LMC's Executive Committee.

  2.3.1 The Chair prepares and executes the annual budget for LMC. He or she is responsible for preparing a proposed budget submitted to the Dean of Ivan Allen College during the Institute's budgetary process, for revising this document, and for working with the Dean as necessary in the budgetary process.

  2.3.2 The Chair is responsible for allocating all funds within LMC to the appropriate individuals or committees in order to carry out the daily business of the School.

  2.3.3 The Chair, in consultation with the other administrative faculty, the Executive Committee, and the faculty as a whole, is responsible for determining programmatic needs and preparing the strategic plan for LMC.

  2.3.4 The Chair is responsible for coordinating and implementing decisions concerning matters of curriculum and personnel (hiring, promotion, and tenure), in consultation with appropriate administrative faculty, committees, and the School faculty. In particular, the Chair, consulting with the Directors of Undergraduate Studies, Graduate Studies, and Writing and Communication, is responsible for moving curricular matters through Institute committees and processes.

  2.3.5 The Chair is responsible for coordinating and implementing decisions concerning the allocation of material and other non-monetary resources within LMC (including the allocation of teaching loads), after consultation with appropriate administrative officers.

  2.3.6 The Chair represents LMC in dealing with the Chairs of other schools and colleges as appropriate.

  2.3.7 The Chair is responsible for coordinating and delegating development and fundraising initiatives within LMC and serving as ambassador to persons and organizations outside LMC and Georgia Tech in connection with development.

  2.3.8 The Chair oversees LMC's international education efforts, including the School's own exchange and faculty-led study abroad programs, and determines the participation of individual LMC faculty members in Georgia Tech's other study abroad programs.

2.4 Associate Chair. The Associate Chair is appointed by and reports to the Chair and serves as general manager for internal affairs in LMC; he or she serves ex officio on LMC's Executive Committee.

  2.4.1 The Associate Chair serves as ombudsman for faculty concerns, especially as they may fall outside regular conduits of committee decisions, and coordinates discussion between faculty members and the Chair.

  2.4.2 The Associate Chair represents the School in meetings both within LMC and within the Institute.

  2.4.3 The Associate Chair works with the Chair on LMC's developmental and fundraising efforts as needed.
2.4.4 The Associate Chair fulfills any other duties that shall be assigned by the Chair.

2.4.5 The Associate Chair receives the standard summer IAC compensation stipend and one course release each fall and spring term.

2.5 Director of Graduate Studies. The Director of Graduate Studies (DGS) is responsible for administering all graduate programs within LMC; he or she is appointed by and reports to the Chair, chairs the Graduate Committee, serves as a member of all its subcommittees, and serves ex officio on LMC’s Executive Committee.

2.5.1 The DGS, in cooperation with the Graduate Committee, proposes alterations in the graduate programs, including implementation of new courses, and helps gain faculty, Institute, and Regents approval for these.

2.5.2 The DGS, in cooperation with the Graduate Committee, the Associate Chair, and the DUS, schedules all graduate courses including cross-listings and allocates spaces for classes and meetings as appropriate.

2.5.3 The DGS, in cooperation with the Graduate Committee, is responsible for graduate program publicity, recruitment, admissions, and financial aid awards. He or she works with other graduate faculty to arrange co-op opportunities, internships, and job placement for graduate students.

2.5.4 The DGS projects ongoing funding needs of the graduate program, consults with the Chair to develop the budget for the graduate programs, and works to obtain non-LMC funds where appropriate.

2.5.5 The DGS is responsible for ascertaining the computer and equipment needs for the graduate programs and for taking steps to procure this equipment.

2.5.6 The DGS, with the advice of the Graduate Committee, assigns advisors, graduate research assistants and committees for dissertations, theses, and final projects. The DGS supervises and assesses the Associate DGS.

2.5.7 The DGS oversees LMC’s research relationships with outside entities in support of the LMC graduate program.

2.5.8 The DGS handles grievances at the graduate level from faculty and students, including grade appeals, and advises faculty concerning the appropriate procedures concerning honor code violations, which are described at the Office of Student Integrity website (http://www.osi.gatech.edu/index.php). (Faculty personnel grievances follow a different procedure, described in section 14 of the Georgia Tech Faculty Handbook; see http://www.policylelibrary.gatech.edu/3.1.9-grievance-process-and-procedures).

2.5.9 The DGS receives the standard summer IAC compensation stipend and one course release each fall and spring term.

2.6 Director of Undergraduate Studies. The Director of Undergraduate Studies (DUS) is responsible for the administration of LMC undergraduate programs; he or she is appointed by and reports to the Chair. The DUS serves on the Executive Committee (ex officio) and on the Undergraduate Curriculum Committee (ex officio).

2.6.1 The DUS, in cooperation with appropriate committees, is responsible for overseeing the development of the LMC undergraduate curriculum, including LMC, Computational Media, minors and certificate programs, and courses designed for humanities credit.
DUS works with the Director of Writing and Communication to develop writing and communication curriculum.

2.6.2 The DUS, in consultation with faculty members and with the appropriate committees, the Associate Chair, the Director of Writing and Communication, and the DGS, schedules all undergraduate classes, determines class enrollments, and allocates spaces for classes and meetings as appropriate. The DUS supervises, and assesses the ADUS.

2.6.3 The DUS handles LMC grievances at the undergraduate level from faculty and students, including grade appeals, and general disciplinary issues, and advises faculty concerning the appropriate procedures concerning honor code violations, which are described at the Office of Student Integrity website (http://www.osi.gatech.edu/index.php). (Faculty personnel grievances follow a different procedure, described in section 14 of the Georgia Tech Faculty Handbook. In consultation with the DUS, the Office of Student Integrity, and the Office of the Provost, the Director of Writing and Communication handles grievances related to undergraduate writing, communication, and research classes.)

2.6.4 The DUS is responsible for ensuring that all undergraduate grade reports—both progress report and final grades—are submitted on time and for approving all undergraduate grade changes. For Writing and Communication classes, the DUS works with the Associate Director of Writing and Communication to ensure that all undergraduate grade reports are submitted on time.

2.6.5 The DUS serves as a central liaison for all issues regarding undergraduate instructional support, such as issues of classroom suitability, of computer and video provision, of recommended material purchases. The DUS works with the Director and Associate Director of Writing and Communication to ensure that all undergraduate grade reports are submitted on time.

2.6.6 The DUS, together with the Associate DUS, coordinates assessment materials for all undergraduate classes, except for those managed by the Director of Writing and Communication, and submits them to the Institute’s OATS system.

2.6.7 The DUS is responsible for ascertaining computer and equipment needs for all undergraduate programs and communicating these to LMC administrators and OIT staff. The DUS works with the Director and Associate Director of Writing and Communication regarding computer and equipment needs for Writing and Communication courses.

2.6.8 The DUS serves as liaison between LMC and the Chancellor's staff in routine matters and serves as LMC's representative to state meetings as necessary.

2.6.9 The DUS appoints representatives to the University System committees dealing with undergraduate curricula.

2.6.10 The DUS, in cooperation with the Associate Chair, is responsible for LMC’s yearly changes to the undergraduate portion of the Institute catalog.

2.6.11 The DUS coordinates LMC’s annual student awards (LMC Student Diversity Award, Perry Award, Young Award), and serves as liaison with the Institute’s Student Awards Committee.

2.6.12 The DUS receives the standard summer IAC compensation stipend and one course release each fall and spring term.

2.7 **Director of Writing and Communication.** The Director of Writing and Communication is responsible for decisions and activities within the Writing and Communication Program. He or she is
responsible for creating an umbrella for writing and communication initiatives across the Institute as well as for supervising the Writing and Communication Program within LMC. He or she is appointed by and reports to the LMC Chair, serves on LMC’s Writing and Communication Advisory Committee, and serves as an ex officio (non-voting) member on LMC’s Executive Committee and on the Undergraduate Curriculum Committee. He or she develops and supervises Institute communication initiatives under the auspices of the Office of the Provost.

2.7.1 The Director of Writing and Communication, working cooperatively with appropriate colleagues and committees, is responsible for articulating the Writing and Communication Program’s mission and strategic plan and for establishing program policy.

2.7.2 The Director of Writing and Communication, working cooperatively with appropriate colleagues and committees, develops, maintains, assesses, reviews, updates, and implements the writing and communication curriculum, including research related to that curriculum. He or she is responsible for explaining and promoting the writing and communication curriculum across the Institute.

2.7.3 The Director of Writing and Communication, working cooperatively with appropriate colleagues and committees, is responsible for student assessment related to writing and communication, including research related to that assessment.

2.7.4 The Director of Writing and Communication, working cooperatively with appropriate colleagues, is responsible for all aspects of the Marion L. Brittain Postdoctoral Fellowship, including but not limited to recruitment, hiring, orientation, supervision, mentoring, teaching and office assignments, seminars, professional development, and assessment.

2.7.5 The Director of Writing and Communication, working cooperatively with appropriate colleagues, recommends hiring and then supervises and assesses the Associate Director of Writing and Communication, the Assistant Director of Writing and Communication, and other academic professionals and support staff within the Writing and Communication Program. He or she supervises and assesses the Director of the Communication Center in relation to his or her Communication Center responsibilities.

2.7.6 The Director of Writing and Communication provides oversight to the Writing and Communication Program committees, serves as a member of the Writing and Communication Program’s committees, and appoints program committee chairs.

2.7.7 The Director of Writing and Communication, working cooperatively with appropriate colleagues, handles student and instructor concerns, grade appeals, and grievances related to discipline, attendance, performance, and integrity in Writing and Communication Program courses. The Director of Writing and Communication advises Writing and Communication faculty concerning the appropriate procedures concerning honor code violations, which are described on the Office of Student Integrity website (http://www.osi.gatech.edu/index.php).

2.7.8 The Director of Writing and Communication identifies necessary equipment and facilities for the Writing and Communication Program and works with the LMC Chair and other appropriate colleagues to fulfill those needs.

2.7.9 The Director of Writing and Communication consults with the LMC Chair regarding budgetary matters related to the Writing and Communication Program.

2.7.10 The Director of Writing and Communication works with the LMC Chair and the IAC development officer on development and fundraising efforts related to the Writing and Communication Program.
2.7.11 The Director of Writing and Communication is appointed by the Provost to serve as Georgia Tech’s representative to the University System of Georgia BOR Academic Committee on English and the BOR Advisory Committee on Communication.

2.7.12 The Director of Writing and Communication directs writing and communication outreach efforts on the Georgia Tech campus as well as beyond the campus and represents the Writing and Communication Program within Georgia Tech and to broader communities, locally, nationally, and internationally.

2.8 **Director of the Communication Center.** The Director of the Communication Center is responsible for the oversight and operation of Georgia Tech’s Communication Center. He or she is appointed by and reports to the School Chair and also reports to the Director of Writing and Communication for all Communication Center aspects of his or her position. He or she is a member of the Writing and Communication Committee and of the Brittain Fellow Hiring Committee. He or she is also responsible for working with the Director, Associate Director, and Assistant Director of Writing and Communication to select Brittain Fellows qualified to work as professional tutors. He or she will recruit peer tutors or other professional tutors. He or she is responsible for training, supervising, calibrating, scheduling, and assessing all tutors. He or she is responsible for Communication Center facilities, services, activities, and research and also oversees the budget for the Communication Center, in consultation with the Director of Writing and Communication and the Chair of LMC.

2.9 **Academic Professionals and Other Academic Administrators**

2.9.1 Academic professionals provide support for LMC curricular programs. Academic professionals are non-tenure track faculty who teach a reduced teaching load on 12-month, renewable contracts and perform other duties as required. The Chair consults with faculty appointed to hiring committees to interview and to hire individuals for academic professional positions.

2.9.1.1 **Associate Director of Undergraduate Studies.** The Associate Director of Undergraduate Studies assists primarily with areas related to general education. The ADUS helps coordinate scheduling of classes including administrating permits and overloads. The ADUS serves as a coordinator for the interdisciplinary CM Committee and represents the CM degree to the LMC Undergraduate Curriculum Committee. He or she also deals with all student requests concerning transfer credit or advanced standing exams, except for courses in Writing and Communication.

2.9.1.2 **Associate Director of the Writing and Communication Program.** The Associate Director of the Writing and Communication Program works with the Director of Writing and Communication to coordinate the Marion L. Brittain Fellowship and all related Writing and Communication Program initiatives. The Associate Director is hired by the School Chair, based on the recommendation of a committee comprised of the Director of Writing and Communication, the Director of the Communication Center, the Associate Chair of LMS, and the LMC Chair. He or she works with the Director of Writing and Communication to help develop and implement Writing and Communication Program policy; curriculum; assessment; program committees; Brittain Fellow recruitment, hiring, supervision, professional development, seminars, mentorship, and assessment; e-book and handbook management and development; discipline, attendance, and integrity issues related to writing and communication courses, including reports sent to the Office of Student Integrity; representation of the program on Institute committees; supervision of the Writing and Communication Internship Program. The Associate
Director of Writing and Communication works with the Associate Director of Undergraduate Studies on issues related to Brittain Fellow teaching assignments and related to petitions for advanced standing. The Associate Director of Writing and Communication has additional evolving responsibilities and also maintains a scholarly agenda leading to presentations and publications. The Associate Director also assists the Director in representing the center in Institute, local, regional, and national venues.

2.9.1.3 **Associate Director of the Communication Center.** The Associate Director of the Communication Center reports to the Director of the Communication Center, who designates job responsibilities for the efficient, effective operation of the center. The Associate Director of the Communication Center is hired by the School Chair, based on the recommendation of a committee comprised of the Director of the Communication Center, the Director of Writing and Communication, the Associate Director of Writing and Communication, and the LMC Chair or Associate Chair. Working closely with the Director on all matters, the Associate Director of the Communication Center manages day-to-day operations of the center, with primary responsibility for managing the recruitment/hiring process and orientation of center staff; serving as the first line of response to concerns of staff; updating and maintaining training materials; coordinating the center schedule; serving as primary administrator for TutorTrac, and serving as liaison with other campus units using TutorTrac; coordinating the research program and programmatic assessment; supervising student workers; coordinating marketing materials; and representing the center on committees associated with the center. The Associate Director has additional evolving responsibilities and also assists the Director in representing the center in Institute, local, regional, and national venues and maintains a scholarly agenda leading to presentations and publications.

2.9.1.4 **LMC Program Advisor.** The LMC Advisor is appointed by the School Chair. The LMC Advisor advises majors in Literature, Media, and Communication; coordinates publicity and recruitment for the program; and advises the LMC Society, the social group associated with the degree.

2.9.1.5 **Computational Media Advisor.** The CM Advisor who reports to both LMC and CoC, is responsible for guiding CM majors and for coordinating publicity and recruitment for CM.

2.9.1.6 **Associate Director of Graduate Studies.** The ADGS works with the Director of Graduate Studies to coordinate Digital Media Masters and PhD programs in LMC.

2.9.1.7 **Artistic Director of DramaTech.** The AD has responsibility for directing DramaTech productions during the academic year, teaching at least one 3-credit course within the LMC curriculum, supervising one-credit workshop courses focused on production, and providing leadership for DramaTech.

2.9.1.8 **Associate Director of Poetry at Tech.** The Associate Director reports to the Bourne Poetry Chair and coordinates publicity for the program.

2.9.2 Other academic administrators in the Writing and Communication Program are generally Brittain Postdoctoral Fellows who have an interest in developing experience in academic administration and provide support for LMC curricular programs.

2.9.2.1 **Assistant Director of Writing and Communication.** The Assistant Director is appointed by the Director of Writing and Communication, informed by the recommendation of a committee comprised of the Director of Writing and
Communication, the Associate Director of Writing and Communication, the Director of the Communication Center, the IAC Facilities Manager, and the LMC Chair. The Assistant Director reports to the Associate Director of Writing and Communication. The Assistant Director works with the Director and Associate Director on a range of responsibilities determined by the Director of Writing and Communication. In the absence of a building manager, he or she assumes facilities responsibilities for the Stephen C. Hall Building. In addition, he or she manages the Writing and Communication Internship Program, supervises the development and update of the Program’s e-book, *WOVENtext*, participates on the Brittain Fellow Hiring Committee, and works on a range of evolving programmatic initiatives.

2.9.2.2 **Assistant Director of the Communication Center.** The Assistant Director is appointed by the Director of the Communication Center, informed by the recommendation of a committee comprised of the Director of Writing and Communication, the Associate Director of Writing and Communication, and the Associate Director of the Communication Center. The Assistant Director reports to the Director of the Communication Center. The Assistant Director works with the Director and Associate Director in relation to Communication Center operations and initiatives, including a range of activities: tutoring, training and monitoring peer tutors and student staff, coaching presentations in the rehearsal studios, developing online tutoring materials, attending university meetings on behalf of the center, spearheading both practical and research-based projects, and helping coordinate and oversee a variety of administrative tasks.

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**Article 3. STAFF RESPONSIBILITIES**

3.1 **Assistant to the Chair** takes charge of faculty hiring materials, critical review, and promotion and tenure materials; records and distributes minutes of faculty and executive committee meetings; organizes elections and counts ballots; and keeps chair’s calendar.

3.2 **Administrative/Financial Manager** addresses all HR and Payroll issues, processes all purchasing and facilities requests, and manages all financial aspects of LMC. He or she is also the person to whom Skiles facilities problems should be addressed.

3.3 **Curriculum Support Staff** coordinates posting of course descriptions, coordinates faculty/staff directory, and supports LMC undergraduate studies.

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**Article 4. THE FACULTY**

4.1 **Voting Members of LMC.** The faculty of LMC for purposes of delineating committee and voting structures consists of all tenured and tenure-track instructors and academic professionals, including those holding joint appointments with other units when such persons declare LMC their home department. Brittain Fellows and other faculty members holding temporary, visiting, or adjunct appointments, and research scientists are included in committee and voting structures as noted.

4.2 **Faculty Responsibility to Students.** The faculty's first responsibility is to students: faculty are expected to meet classes, maintain office hours, and confer with students as necessary to ensure the best possible educational experience for all students at all levels within LMC. All faculty are expected to be aware of the “Student-Faculty Expectations” in order to “continually strive for an atmosphere of mutual
respect, acknowledgement, and responsibility between faculty members and the student body.” These expectations are detailed at [http://www.policylibrary.gatech.edu/xxii.-student-faculty-expectations](http://www.policylibrary.gatech.edu/xxii.-student-faculty-expectations)

4.3 **Faculty Responsibility to Curriculum.** The faculty is responsible for designing and executing a curriculum for all LMC programs in accordance with requirements of the School, Institute and the University System. All action on curricular matters (new programs, changes in existing programs, and new courses except special topic courses) that arise in committee must be submitted to the general faculty for a final vote.

4.4 **Faculty Responsibility to Service.** The faculty is also responsible for the general design and execution of activities required to support LMC’s educational goals; these responsibilities include committee service. All faculty members, including Brittain Fellows, are expected to participate in LMC and committee activities that concern the School in general. Brittain Fellows are also expected to attend Writing and Communication faculty and committee meetings that pertain specifically to them. Elections for the LMC Executive Committee and the LMC Undergraduate Curriculum Committee occur at the end of spring term. All committees except the Graduate Committee are appointed or elected by the end of the second week of fall semester.

4.5 **Faculty Commitment to Mentoring.** Each incoming academic faculty member is paired with one or more senior colleagues who serve as mentors. Mentors are resources in areas such as career planning and development, pedagogy, teaching, and research and scholarship.

### Article 5. FACULTY GOVERNANCE

5.1 **Faculty Meetings.** Because faculty members are responsible for general policy and take part in the decision-making processes within LMC through regular general faculty meetings, they are expected to attend these meetings. Agendas are available prior to the meetings, distributed by the School Chair. The faculty votes, as advisory to the School Chair, on matters concerning the welfare of the School as a whole. Recommendations on hiring are brought from the Search Committees to the Executive Committee for review and subsequently to the tenure-line and academic professional faculty. Recommendations concerning promotion and tenure are brought to the tenure members of the faculty in caucuses called by the Chair of the Reappointment, Promotion, and Tenure Committee.

5.2 **Voting at Meetings.** All faculty members (including Brittain Fellows) are expected to exercise their right to vote at general faculty meetings. Only tenure-line and academic professional faculty can vote on hiring and curricular matters. Other votes include all LMC faculty.

5.2.1 **Proxy.** Individuals who cannot attend specific meetings may register a written and signed proxy with another faculty member expected to be in attendance. The proxy should specify the person being empowered to vote in place of the absent faculty member but need not specify the content of the vote. Proxy votes will be accepted only on previously announced agenda items. A faculty member appointed as a proxy may vote on the particular agenda item and any amendments friendly to the original spirit of the agenda item. The proxy voter is empowered to interpret the amendment as either friendly or hostile to the original item.

5.2.2 **Written and/or/Electronic Ballots.** Votes determining selection of Executive Committee members, Senate representatives, and votes resulting from caucuses called by the Promotion and Tenure Committees are executed by written and/or electronic ballots through faculty mailboxes.

5.2.3 **Secret Ballots.** All votes at general faculty meetings should be by secret ballot although an individual may call for a vote by acclamation when consensus is apparent. Votes on
personnel issues are always by secret ballot. Some votes will be conducted virtually through email or a secure website. The Assistant to the Chair will be responsible for both the ballot box and for counting the votes.

5.2.4 Manner of Voting. In all matters requiring a written and/or electronic faculty vote, other than in votes on Search Committee recommendations, the format of the ballot will require that each faculty member vote to approve (with "yes" vote), to disapprove (with a "no vote"), or to abstain (with an "abstain" vote). In the case of Search Committee recommendations, the format of the ballot will require that each faculty member lists the candidates who the faculty member feels should not be hired and rank the candidates who the faculty member feels should be hired.

5.2.5 Notification of Vote Results. Faculty will be informed of the results of a vote count through notes in faculty mailboxes or by email on the day following the end of the voting period. Faculty will periodically be informed by the Chair on the progress of each search.

5.3 Committee Chairs. Each LMC committee—with the exception of the Reappointment, Promotion, and Tenure Committee, the Special Area Committee(s) for promotion and tenure, and Search Committee(s)—elects its own Chair who calls and presides over meetings and in consultation with the membership and/or the appropriate administrative officer, sets agenda. All committees appoint or elect a recorder (who is not the same person as the Chair), who prepares minutes or reports to be distributed to the appropriate audiences.

5.4 Committee Meetings. Faculty meetings are held monthly and as needed; agenda items include updates from the Chair, DGS, and DUS; budget; hiring plans and decisions; curriculum review; announcements. The faculty will meet as a department at least three times each semester in order to share information and discuss issues pertaining to the school as a whole. Faculty meetings focus on items raised for discussion by the chair and other faculty.

### Article 6. THE EXECUTIVE COMMITTEE

6.1 Executive Committee Membership. The Executive Committee consists of five voting faculty members (elected for single year terms by the general faculty) and a voting Brittain Fellow member (elected by the Brittain Fellows). The Chair, Associate Chair, DGS, DUS, and the Director of Writing and Communication serve as ex-officio (non-voting) members.

6.2 Executive Committee Functions. The Executive Committee has two functions within LMC.

   6.2.1 Advisory Function. When the Executive Committee meets as an advisory body, it meets with the Chair and other ex officio members to serve as voice of the faculty on matters of budget, space and material allocations, strategic planning, committee membership, and other matters pertinent to the School as a whole.

   6.2.2 Legislative Function. The Executive Committee meets as representatives of the general faculty to vote to recommend action to the Chair and the School as a whole on issues pertaining to hiring and the curriculum. Chair and other ex-officio members do not participate in these meetings.

6.3 Executive Committee Election. The Executive Committee is elected by the following procedure. The vote is held at the end of spring term each year. All tenured and tenure-track faculty may vote. All tenured and tenure-track faculty except the Chair, Associate Chair, DGS, and DUS may serve. All tenured and tenure-track faculty will vote for one faculty member from the entire faculty. The two faculty members receiving the largest number of the votes will serve as at-large members. The
remaining three members of the committee will be elected by rank: professors will elect one professor; associate professors will elect one associate professor; assistant professors will elect one assistant professor, making a total of five elected members. The Brittain Fellows will elect a voting member to the Executive Committee from among their own members.

6.4. Executive Committee Chair. The Executive Committee elects its own Chair, who calls meetings, sets agendas for meetings (in consultation with the School Chair and other committee members and ex-officio members) and chairs all meetings.

6.5 Executive Committee Minutes. The Assistant to the Chair records minutes for the Executive Committee and faculty meetings. Minutes will be distributed to the faculty in a timely fashion and archived for the purpose of easy future access. The Executive Committee will report to the faculty at departmental meetings.

6.6 Chair Consultation. The School Chair may consult with the Executive Committee, who may recommend membership for committees.

Article 7. PEER EVALUATION OF TEACHING

7.1 Central Role. The School of Literature, Media, and Communication recognizes that evaluation is central to teaching improvement and teaching effectiveness. Peer evaluation is an important part of overall evaluation, which includes student evaluation and self-evaluation. Peers offer unique contributions to assess the breadth and depth of instruction, the context of the instruction, and the links between instruction and broader curricular goals.

7.2 Goals of Peer Evaluation. The School faculty asserts that mentoring is the primary goal of peer evaluation. Peer review must respect diverse teaching approaches and should be only one of several approaches to assessment. Peer review must be implemented carefully and systematically to be effective, with the active participation and guidance of the individual being reviewed.

7.3 Participation in Peer Evaluation. The School recommends that all new faculty members take advantage of the Center for Teaching and Learning (CETL) at some point during their first two years. At the request of a faculty member, and in strict confidence, the CETL director or another CETL staff member can attend a class and provide feedback and suggestions to the faculty member alone. The School is not involved in any way. CETL is a great resource with deep expertise regarding teaching Georgia Tech students.

7.4 Objectives of Peer Evaluation. LMC endorses the following objectives of peer evaluation:

- Document teaching performance and progress
- Provide feedback that will enable instructors to improve their teaching
- Enhance student learning through more effective instruction
- Promote peer learning by being an evaluator as well as being evaluated

7.5 Peer Evaluation Process. The process for peer evaluation differs according to year of employment: The evaluation will be conducted once every two years for untenured faculty members, part-time faculty and instructors (with the untenured faculty member having the option of more frequent review). Unless there are compelling reasons to do otherwise, the review of untenured faculty will be performed in a timely fashion to be available for third-year critical review and the tenure decision. (An example of a “compelling reason” would be that the faculty member had prior service at another university).
Tenured faculty will be reviewed once every five years. The peer review of tenured faculty should be coordinated with the promotion and post-tenure review cycles. For newly hired instructors, the evaluation will start in their second year of teaching.

In year two and year three of the faculty member’s career in LMC, one course will be evaluated by a faculty colleague chosen by the instructor. Each untenured faculty member should be evaluated at least twice before coming up for critical review in his/her third year and as many as three times before coming up for promotion and tenure review. Teaching observers are to be chosen from the LMC faculty; observers can be suggested by the unit chair but are to be selected and approached by the faculty member to be evaluated in years two and three. Academic administrators will not be part of any peer teaching observation or evaluation team.

Prior to being observed in years two and three, the instructor will prepare a teaching package with course materials (described on the following page) and a cover letter. The cover letter should briefly discuss the instructor's teaching philosophy, teaching innovations, and teaching contributions within the larger context of the Program, College, and Institute missions. As a rule, this cover letter should be no more than three pages of material and preferably much less. The instructor may also note any special circumstances regarding the course that will be evaluated. At the request of the faculty member, records of these Teaching Observations may be included in the dossier submitted to the school chair when submitting his/her dossier and suggesting names of external reviewers. The class observations of RPT candidates will be confidentially reported to the school promotion and tenure committee and will not be shared with the candidate during the RPT process.

7.6 Peer Evaluation Teaching Materials. Peer evaluation of teaching requires that a faculty member be evaluated on the following materials.

7.6.1 Course material evaluation. The instructor will provide the evaluator with a set of course materials that include syllabi, readings, handouts, homework assignments, exams, websites, instructional innovations, and any other teaching materials for the courses being observed.

7.6.2 Classroom teaching evaluation. The evaluator will visit the classroom for at least one class session. The instructor and the evaluation observer will jointly determine the class session/s to be visited.

7.7 Products of Peer Evaluation in Years Two and Three

After all components (evaluations of course material and class observation/s) are completed, the evaluation observer will generate a preliminary memo (approximately two to three pages) to summarize the results. The memo will discuss, and will evaluate (1) the instructor’s course materials, and (2) the instructor’s classroom teaching. The memo and a completed LMC Teaching Form (see Appendix B) will be given to the instructor.

Within one week of receiving the draft memo, the instructor may request a meeting with the evaluator. At this meeting, the instructor may offer corrections to the memo on factual issues. The evaluator will revise the memo accordingly, and produce a final version within a week of the meeting (or within one (1) week of sending the memo to the instructor if no meeting is requested). The final memo will be printed, with all evaluators’ names listed, addressed and sent to the School Chair, with copies sent to the instructor. The memo will be placed in the instructor’s file, and considered in the evaluation for three-year review, promotion, tenure, and post-tenure review.

The instructor may respond, in writing, to substantive issues in the memo that the instructor wishes
to counter or explain. The instructor’s response will be sent to the Chair and the members of the evaluation team as well as placed in the instructor’s file.

At the end of the evaluation process, the evaluation team will return all course materials to the instructor.

**Article 8. LMC COMMITTEES**

8.1 **Reappointment, Promotion, and Tenure (RPT) Committee.** The School Chair will annually appoint three tenured faculty members, at least one of whom has previously served, to the School Reappointment, Promotion, and Tenure (RPT) Committee. Usually one appointee will serve as Chair of the RPT Committee, while the other two RPT members will also serve as members of the College RPT Committee. The LMC RPT Committee will work with the School Chair, the Candidates, and the tenured faculty to manage the RPT Process within the school. As outlined in section 2 of "Policies and Procedures," the LMC RPT Committee will produce a report about each candidate's dossier submitted for consideration of promotion and/or tenure; this report will be directed to the School Chair.

8.2 **Specialist Field Committee.** The School Chair and LMC RPT committee will establish a first-level peer review committee—the Specialist Field Committee—of LMC faculty for each promotion/tenure case, as outlined in section 2 of “Policies and Procedures.” The first-level Specialist Field Committee should be tailored for each candidate; that is, members of this committee should be in the same field or technical interest area as the candidate. If the candidate agrees, members of the Specialist Field Committee can be faculty in other GT units. The School Chair typically appoints this committee in consultation with the unit RPT Committee. Candidates shall have the opportunity to suggest to the School Chair(s) the names of individuals who would be appropriate members of the Specialist Field Committee. For joint appointments, input should be obtained from the faculty of both units. In the event that the individual units do not have appropriate expertise relating to the candidate’s specific creative contributions, the Specialist Field Committee may include individuals who are not members of the Georgia Tech faculty.

8.3 **Search Committee(s).** After the interest areas to be targeted are determined by the Chair in consultation with the Executive Committee, the Executive Committee and the faculty, the Chair recommends one or more Search Committees from among qualified faculty to conduct the search(es) for the next year. These three-person committees consist of at least one member of the Executive committee (at the discretion of the School Chair); two members are generally specialists in the field targeted by the search. LMC Search Committees must consult and follow the IAC Protocols for Faculty Hiring (IAC Patterns of Administration, section 3.b.1 Protocols for Faculty Hiring, Office of IAC Dean J. Royster http://www.iac.gatech.edu/files/wysiwyg/file/IAC-POA--1-30-2012.pdf and the IAC Commitment to a Diverse Community http://www.iac.gatech.edu/about-us/diversity)

8.4 **Ad Hoc Committee(s).** The Executive Committee can appoint ad hoc committees as needed to investigate matters of concern to the general faculty and report to the Executive Committee and to the School. Such sub-committees need not consist of members of the Executive Committee.

**Article 9. OTHER STANDING COMMITTEES**

9.1 **Graduate Committee.** This committee, chaired by the DGS, is responsible for overseeing all programs and responsibilities, curricular and otherwise, pertaining to current graduate programs. Curricular matters (new courses, changes in the program) initiated in this committee are sent to the Executive Committee for discussion, vote, and report to the faculty. The Graduate Committee, made up of all persons who regularly teach in the graduate program, serves from the beginning of summer
semester through the ensuing year. The Graduate Committee appoints subcommittees from among its own members that address admissions/ financial aid, curriculum, student review/assessment, outreach, events, and other functions as necessary.

9.2 Undergraduate Curriculum Committee. This committee is responsible for all curricular and other matters pertaining to LMC’s undergraduate program. Curricular matters (new courses, changes in or new minors, changes in the LMC and CM undergraduate majors) approved by this committee are sent to the Executive Committee for discussion, vote, and report to the faculty. The Undergraduate Curriculum Committee is composed of the DUS, ADUS (who represents the CM degree on the Committee) LMC Coordinator, Director of Assistant Director of Writing and Communication, and three tenured and/or tenure-track faculty who are elected by all tenured and tenure-track faculty. The Undergraduate Curriculum Committee has two standing subcommittees, the LMC Subcommittee and the Writing Subcommittee. The Committee may form other subcommittees as needed. Subcommittees will include at least one member of the Undergraduate Curriculum Committee and any number of other members of LMC.

9.3 Writing and Communication Advisory Committee. This committee meets with the Director of Writing and Communication and is advisory about curriculum, research, assessment, policy, and service for the Writing and Communication Program. The Committee consists of three tenure-line faculty members, four elected Brittain Fellows (one at-large rep and one rep for each cohort), and the Director, Associate Director, and Assistant Director of Writing and Communication; and the Director and Associate Director of the Communication Center.

9.4 Undergraduate Curriculum Committee for Computational Media. The Computational Media Undergraduate Curriculum Committee (CM UCC) oversees the curriculum for the CM degree and rules on exceptions to that curriculum. Composed of approximately four faculty members from the College of Computing and four faculty members from the School of Literature, Media, and Communication, the committee is chaired by the Director of Computational Media, who is elected by the committee from among its members. The Director of Computational Media alternates between CoC and LMC faculty every two years, unless the committee unanimously agrees to allow a Director to continue beyond the two-year term. The CM UCC reports recommendations for curricular matters to the Undergraduate Curriculum Committees of LMC and the College of Computing, and all decisions must be approved through the usual processes of each unit. Ex officio members of the CM UCC include the Associate Dean of Academic Affairs for the College of Computing and the Associate Director of Undergraduate Studies (ADUS) for LMC. The ADUS coordinates the program.

9.5 Representatives to Committees and Organizations outside LMC. Representatives to committees outside of LMC are appointed or elected by the faculty.

9.5.1 College Representatives. The Chair appoints LMC’s representatives (2) to the Dean's Promotion and Tenure Committee. Two of the three LMC P&T members serve on the dean’s committee.

9.5.2 Institute Representatives. LMC elects two representatives to the Institute's faculty senate through written ballot. All tenured and tenure-track faculty members are eligible to vote and to serve unless excluded by Institute Statutes.
Article 10. PROGRAM IN LITERATURE, MEDIA, AND COMMUNICATION

10.1 LMC Advisor. The advisor for the degree in Literature, Media, and Communication is a professional advisor hired specifically to work with the DUS and Associate DUS to advise students in the LMC program.

10.2 LMC Advisor Responsibilities. The LMC Advisor works closely with the DUS and Associate DUS to administer the LMC program, sharing responsibility for recruitment, promotion, and coordination of future and current LMC majors. The LMC Advisor works with the Associate DUS and DUS on internal and external issues having to do specifically with the major, advising, and scheduling; he or she coordinates internships and co-ops and advises students with career planning. In consultation with the DUS, the LMC Advisor meets with the LMC-UCC regularly to discuss curriculum, publicity, recruitment, readmissions, and other issues facing the program. The Advisor is also responsible for communicating with the LMC majors regularly and assisting them with progress toward the degree, as well as the development of student-based activities. He or she also contributes to the annual assessment of the LMC major.

Article 11. PROGRAM IN COMPUTATIONAL MEDIA

11.1 Computational Media Advisor. The Advisor for the degree in Computational Media is a professional advisor hired specifically to work with the DUS and Associate DUS to advise students for the CM program.

11.2 Computational Media Advisor Responsibilities. The CM advisor works closely with the DUS and Associate DUS to administer the CM program, sharing responsibility for recruitment, promotion, and coordination of future and current CM majors. The CM advisor works with the Associate DUS and DUS on internal and external issues having to do specifically with the major, advising, and registration; he or she coordinates internships and co-ops and advises students with career planning. The CM advisor meets with the CM-UCC to discuss curriculum, publicity, recruitment, readmissions, and other issues facing the program. The advisor is also responsible for communicating with the CM majors regularly and assisting them with progress toward the degree, as well as the development of student-based activities. He or she also contributes to the annual assessment of the CM major.

Article 12. MARION L. BRITTAIN POSTDOCTORAL FELLOWSHIP

12.1 Purpose. The Brittain Postdoctoral Fellowship is a highly selective teaching and research program that offers recent PhDs an opportunity to work with talented undergraduates while participating in a rigorous program for their own professional development. The Brittain Fellowship’s primary aim is to provide emerging scholars with a strong foundation for a successful academic career. The Brittain Fellowship provides opportunities for highly qualified recent PhDs to teach first-year composition, technical communication, UROP proposal and thesis writing courses and, occasionally, more advanced courses. The program provides education and guidance for Brittain Fellows in developing digital pedagogy for teaching multimodal composition and technical communication. In addition, the Writing and Communication Program offers a formal mentoring program for the Brittain Fellows, including a series of professional development seminars, workshops, and colloquia geared towards developing scholarly interests and professionalization in preparation for the academic job market.
12.2 Applicants. Brittain Postdoctoral Fellows are chosen from applicants drawn from national and international applicants (solicited in the MLA Job Information List, the Chronicle of Higher Education, at the 4Cs, and other appropriate forums). Applicants will be evaluated for appointment on the basis of graduate student record, professional experience reflected in the CV, letter of application, a teaching portfolio (e.g., teaching philosophy, syllabi and assignments for courses taught, pedagogical approaches, assessment practices, student evaluations), and recommendations. Skype interviews of candidates for prospective appointments as Brittain Postdoctoral Fellows are conducted each spring, supervised by the Director of Writing and Communication and coordinated by the Associate Director of Writing and Communication. The Brittain Fellow Hiring Committee is chaired by the Associate Director of Writing and Communication.

12.3 Appointment. Brittain Postdoctoral Fellows are appointed for one year and may, upon recommendation of the Director of Writing and Communication, be reappointed for up to two additional years, for a total service of three years. Brittain Fellows appointed to begin in the spring semester may serve a total of 3½ years.

12.4 Administration. The Brittain Postdoctoral Fellowship Program is directed by the Director of Writing and Communication with the assistance of the Associate Director of Writing and Communication and the Assistant Director of Writing and Communication.

12.4.1 The Director and Associate Director provide pedagogical leadership and training for all Brittain Fellows in the courses they teach, as well as advice and training in terms of professional development and scholarship.

12.4.2 The Associate Director of Writing and Communication serves as general administrator for the Brittain Fellows, answering directly to the Director of Writing and Communication and working with the DUS and appropriate committees and administrative officers to establish policy and procedures as appropriate. The Director and Associate Director serve as advocates for the Brittain Fellows with LMC, the College, and the Institute as a whole.

12.4.3 The Director and Associate Director as well as other appropriate faculty conduct annual reviews of all Brittain Fellows. These annual reviews with include class visitations; the results will be discussed with each individual Brittain Fellow. Results will be reported to the Chair.

12.5 Rank. Brittain Postdoctoral Fellows are faculty members in LMC who hold the rank of Instructor. They have all the privileges of LMC faculty members, serving on committees and voting on faculty matters as noted in this faculty handbook. Brittain Postdoctoral Fellows are encouraged to attend all LMC seminars and faculty meetings and may audit graduate courses with the permission of the instructor. They are considered temporary faculty for institutional purposes. Fellows will be provided with adequate office space, access to computer facilities, and other support as necessary to fulfill their teaching duties and research agendas. LMC will provide reasonable support to aid job search efforts. LMC will support Brittain Fellows through partial reimbursement of conference expenses related to travel for conferences, research, and interviewing at a level determined each year by the School Chair.

12.6 Annual Review. Brittain Postdoctoral Fellows meet individually with the Director of Writing and Communication every fall to discuss their research agenda, pedagogical theory, classroom practice, and service. An orientation program will be offered for all incoming Brittain Postdoctoral Fellows during the week preceding the first day of classes of fall semester to familiarize them with their responsibilities and with institutional particularities of LMC and Georgia Tech. Invited Brittain Postdoctoral Fellows also participate in the orientation.
12.7 **Writing and Communication Program Committee.** This committee recommends and implements program initiatives approved by the Director of Writing and Communication. The Committee consists of the Director, Associate Director, and Assistant Director of Writing and Communication; Director and Associate Director of the Communication Center; and five elected Brittain Fellows (the Executive Committee representative and one representative each from among first-, second-, and third-year Fellows and an at-large rep), and program committee chairs.

12.8 **Brittain Postdoctoral Fellow Hiring Committee.** This committee is chaired by the Associate Director and consists of the Director, Associate Director, and Assistant Director of Writing and Communication; Director of the Communication Center; one tenure-line faculty member; and one Brittain Fellow. This committee is responsible for soliciting applications for the Brittain Fellowship Program, selecting and interviewing candidates, and submitting recommendations for hiring to the Director of Writing and Communication and the School Chair.

12.9 **Brittain Postdoctoral Fellows Committees.** These Writing and Communication Program committees, chaired by Brittain Postdoctoral Fellows, with Brittain Fellows as primary committee members, include areas such as assessment, DevLab, ebook, handbook, mentoring and professional development, special events, technical communication, TECHStyle, and world Englishes.

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**Article 13. POETRY@TECH**

Poetry@Tech was created in 2000 from generous endowments from Margaret T. and Henry C. Bourne and H. Bruce McEver and is administered by a Director of Poetry@Tech and an Associate Director. The program offers poetry workshops, classes on poetry and poetics, and intensive poetry reading classes to Georgia Tech students. Each year Poetry@Tech also invites accomplished poets from around the country to teach the McEver Poetry workshop for Tech students. The McEver poets also teach poetry workshops for community participants as well as visit high schools where they read their work, answer questions, and give craft talks. The program also offers a reading series that invites up to 15 emerging or well-established poets to read their work at Georgia Tech each year.

**Article 14. POLICIES AND PROCEDURES**

14.1 **Approval Process.** Policies and procedures may arise in any committee or be submitted by any administrator to the Executive Committee for approval. Such policies and procedures, when approved, are included in the appendix to this faculty handbook.

14.2 **Revision Process.** The Executive Committee is responsible for revising or asking the appropriate person or committee to revise existing policies as needed or, alternatively, for removing outdated policies from the faculty handbook.

**Article 15. AMENDMENT AND REVISION**

The LMC faculty handbook may be amended or revised by the faculty of LMC. The Executive Committee is responsible for reviewing and updating the handbook in April. Proposed revisions may arise at any time from any committee or individual within LMC and should be submitted to the Executive Committee. Upon approval by a majority vote within the Executive Committee, the proposed revisions or amendments will be distributed to the faculty for consideration at the May or June faculty meeting. A two-thirds majority is required to amend the faculty handbook.
APPENDIX A: POLICIES AND PROCEDURES

A-1 GUIDELINES FOR TEACHING ASSIGNMENTS

This section describes the distribution of courses for LMC faculty. In addition, this section indicates conditions and factors that should be taken into account in reviewing faculty requests for reduced or redistributed teaching assignments. LMC faculty carry varied course assignments depending on their teaching, research, or status as instructors in the Brittain Fellowship program. Within LMC, course assignments for the academic year generally fit into the following categories:

1. **Course Assignments for Brittain Postdoctoral Fellows.** Brittain Fellows teach six courses per year, distributed as three courses per semester, with the courses determined by the Director of Writing and Communication and the specific day/time assignments determined by the Director of Undergraduate Studies. Their teaching complements their active engagement in scholarship, leading to significant contributions recognized by the discipline.

2. **Course Assignments for Tenured and Tenure-Track Faculty.** Tenured and tenure-track faculty teach four courses per year, in conjunction with their active engagement in research and/or other creative work leading to significant contributions recognized by the discipline. Courses and the specific day/time assignments are determined by the Director of Undergraduate Studies or the Director of Graduate Studies.

3. **Service Teaching.** All faculty members are responsible for at least one service course each year.

4. **Project Studios.** Project Studios offered in the Digital Media program are assigned by the DGS in consultation with faculty in LMC. Most Project Studios enroll students working on faculty grant-funded research.

5. **Independent Studies.** All faculty are eligible to offer independent study courses to students who request them. Faculty are not obligated to offer independent study courses; such courses are in addition to a faculty member’s standard teaching load. Since students normally earn up to three hours of academic credit for such courses, and since they can, according to the catalog, “substitute up to six hours of LMC special topics courses” for upper-level LMC courses, students are expected to do the same amount of work that would be required in regular LMC classes. Prior to agreeing to undertake an Independent Study course with a student, a faculty member should see the DUS or ADUS for a copy of LMC’s “Protocol for Independent Study.”

6. **Summer Teaching.** All tenured/tenure track faculty are eligible to offer summer courses. During spring term, the DUS asks faculty to submit requests for summer teaching. Requests will be prioritized by the DUS and school chair according to school need, faculty rank, and faculty need. Funding permitting and in consultation with the Director of Writing and Communication, Brittain Fellows may be hired to teach summer courses.

7. **Study Abroad Programs**
   - Budget permitting, LMC offers a summer study abroad program in film studies in Italy. The program coordinator and School Chair invite LMC faculty to participate as instructors of courses that fit the program focus.
   - Other study abroad programs (e.g., Aarhus, Barcelona, China, Down Under, Karleskrona, Oxford) offered by the Office of International Education (OIE) and/or led by Georgia Tech faculty in other schools may invite tenured/tenure-line faculty to teach in these programs; such invitations should be coordinated by the School Chair and DUS. Brittain Fellows may also be invited to teach in study abroad programs; such invitations should be coordinated by the School Chair and the Director of Writing and Communication.
• LMC faculty proposing a study abroad program should consult with LMC administrators, IAC’s Dean, and OIE staff to ensure that planning, procedures, and budgets meet with IAC and Georgia Tech requirements. See the IAC Pattern of Administration for more information.

A-2 GUIDELINES FOR COURSE REDUCTION OR REDISTRIBUTION

The following guidelines for course reduction or redistribution describe conditions under which all tenured and tenure-track faculty may apply for a reduced or redistributed teaching assignment. Whether leave is awarded and what is approved for the timing of such leave will depend on programmatic needs identified by the DUS and the DGS and approval of the School Chair.

1. In response to a fellowship or grant, a semester off, a year off, a course reduction or redistribution in response to a fellowship or grant. Workload and salary arrangements are to be negotiated with the School Chair on a case-by-case basis.

2. Course reduction or distribution for the purpose of curriculum development or for a specific research project leading to significant publication or other suitable product/performance.

3. Course reduction for the development of a departmental grant.

4. Course reduction based on buying down a teaching load (1 to 1.5 months salary per course with an understood minimum of two courses taught per academic year).

5. Course reduction or a semester off in response to extraordinary service demands within the Institute or the profession.

6. Extraordinary requirements for research such as the final preparation of a book manuscript for press.

7. Emergencies involving personal health or the well-being of a family member.

8. Maternity or paternity leave. (A faculty member who identifies himself or herself as a primary caregiver may apply to the Chair for two courses paid leave to be taken concurrently or subsequently during the year of the birth or adoption of a child). Georgia Tech tenure-track faculty with childbirth or other family care needs also have the opportunity to compete for Active Service Modified Duty course release funds; see http://www.advance.gatech.edu/asmdp.html.

9. Following third-year review, a faculty member may apply to the School Chair to be released from teaching for a term. Releases will be granted on an individual basis depending on program needs identified by the DGS and DUS.

10. A long-serving faculty member may apply to the School Chair to be released from teaching and service for a term in order to pursue research. Releases will be granted on an individual basis depending on program needs identified by the DGS and DUS and faculty productivity.

A-3 FACTORS AFFECTING REDUCTION OR REDISTRIBUTION

The following factors will be taken into account as appropriate in the review of formal requests for course reduction or course redistribution:

1. The Chair will decide whether the faculty member may redistribute a four-course teaching load into one semester or whether the faculty member should be granted a course reduction below four courses a year.
2. The Chair will determine that a given number of redistributed schedules are consonant with LMC teaching loads during a given year.

3. The faculty member's research is at a point at which it will profit substantially from the redistributed arrangement.

4. Faculty members with a redistributed or reduced teaching assignment will remain eligible for summer teaching.

A-4 PROCEDURES FOR APPLICATION FOR PROMOTION, TENURE, AND REAPPOINTMENT

The evaluation processes should be open and transparent. Openness does not mean that the deliberations are in any way public or known to the candidate at intermediate stages, but that information related to the method of appointment of each committee, operating guidelines, schedule, and progression is available to the candidate at each stage. Moreover, the number of committees at all levels, the rationale for their existence, specification of their charge and method of assignment/composition should be clearly presented in the form of written guidelines that are accessible to all. Candidates should refer to Section 18 of the Georgia Tech Faculty Handbook concerning evaluation criteria. Candidates should also refer the IAC Pattern of Administration, section 3.b.3.Guiding Principles for Faculty Productivity. As part of Ivan Allen College, LMC has three enterprise areas for faculty in which we expect high levels of productivity and excellence. A typical balancing of responsibilities include: research and scholarship (50–75%); education (25–50%); service (10–25%). We follow the appropriate model of evaluating faculty productivity, depending on the scholarly profile of the candidate (humanities, social sciences, sciences).

School Chair Responsibility. The School Chair will be responsible for notifying candidates concerning reappointment, promotion, and tenure (RPT) review, establishing deadlines, and soliciting documents from the Candidate and the LMC RPT Committee. The School Chair will take care to appoint an RPT Committee that provides continuity through staggered terms of service and equitable coverage of the major degree-related fields across within the school. The School Chair will provide candidates for promotion and/or tenure and school members of the RPT and field committees with accurate information regarding requirements and deadlines.

Preparation for Review. In preparing materials for review, candidates should refer to the Georgia Tech Faculty Handbook and the Ivan Allen College Pattern of Administration. Questions regarding dossier preparation may be asked of the School Chair or the chair of the LMC Reappointment, Promotion, and Tenure Committee. Each faculty member should confer with the School Chair concerning his or her status regarding reappointment, promotion, and tenure. The faculty member, in consultation with the Chair, must decide what appropriate action to take, if any, each year.

Dossier. Each Candidate will prepare a dossier that will be available for review by tenured LMC faculty of appropriate rank. During the review process, the dossiers are available in the office of the Assistant to the Chair, for review there or for sign out periods.

The dossier will include the following materials and will follow the format established each year by Georgia Tech and the Ivan Allen College:

- Current CV in IAC standard form.
- Personal Narrative (no more than 5 pages single-spaced, 10-point minimum font, with 1” margins):
Research/creative work, emphasizing 3-5 most significant achievements, making clear work done since last promotion or since coming to Georgia Tech.

Teaching accomplishments, including curriculum development, undergraduate research and student supervision, preparation of pedagogical materials.

Service to school, college, and institute and to the profession at large such as committee work, conference organizing, manuscript review.

- Five examples of creativity, especially published work, for internal and external review.

Reappointment, Promotion, and Tenure (RPT) Committee. The RPT Committee will consult with the School Chair to identify appropriate members of a Specialist Field Committee to review each candidate’s dossier and to identify names of external reviewers. The members and chair of the specialist field committee will collaborate on a report to the School RPT committee that assesses the candidate's research/creative work and takes into consideration the assessments of external reviewers. For joint appointments, the Specialist Field Committee may include faculty from outside the School. The Specialist Field Committee will elect its chair.

External Reviewers. Each Candidate should submit a list of possible external reviewers with their professional biographical information to the School Chair. External reviewers will be chosen by the School Chair, who will solicit suggestions from the Candidate and other faculty. External reviewers will include some experts suggested by the Candidate although the names of reviewers will not be shared with the Candidate. The External reviewers will be sent the candidate's dossier (curriculum vitae, narrative statement, examples of creativity) in time to provide letters by the beginning of the semester in which the Candidate will be considered by the School.

Specialist Field Committee. The Specialist Field Committee will complete a report on the candidate's research and external reviewers' letters that is directed to members of the School RPT Committee.

LMC RPT Report. The School’s RPT Committee will collaborate on writing a report to the School Chair that incorporates the Specialist Field Committee Report, Teaching Observations (which may include, at the faculty member’s discretion, records of Teaching Observations in Years 2 and 3), a review of Service, and additional consideration of Research. The School RPT and Specialist Field Committee Reports will be added to the Candidate’s dossier (cv, statement, examples of creativity) along with the external reviewers' letters.

Faculty Role. Tenured faculty of appropriate rank (i.e., only Full Professors if it is a case of Promotion to Full Professor) will be expected to review the candidate's packet (CV, narrative statement, work samples/examples of creativity) and external reviewers' letters. Approximately two weeks after the packet is available for review by all tenured faculty of appropriate rank, the Chair of the LMC RPT Committee will call a meeting for these faculty members to discuss the candidate’s dossier. The School Chair will be invited to attend this meeting as an observer. This faculty meeting will be chaired by the School RPT Chair and will include a discussion of the three areas of the RPT Report (Research, Teaching, and Service) and of the report of the Specialist Field Committee.

After the LMC faculty meeting discussing the dossier, faculty of rank will be able to submit anonymously a written and/or electronic ballot (or in extraordinary circumstances, an electronic ballot) to the School Chair. Faculty unable to attend may choose to designate a proxy to express the absent faculty member’s opinion and vote. The Chair of the RPT Committee will transmit the Specialist Field Committee report, the Teaching Observation(s), and the School RPT Committee report to the School.
Chair. The School RPT Committee report will record its committee vote and can amend its report based on additional issues raised at the meeting of school faculty of rank.

One member of the School RPT Committee will be responsible for presenting the case and reporting on the deliberations of the School at the College RPT Committee meeting.

**Third-Year Critical Review.** For third-year critical reviews, the Candidate will prepare a similar dossier. The Committee will write a report based on a consideration of Research/Creative Work, Teaching, and Service. Critical review will not include formation of a Specialist Field Subcommittee or a meeting or vote of the whole tenured faculty. The RPT Committee members will deliberate on the case and vote; the deliberation and vote tally will be recorded in a letter to the Chair to accompany the report.

**Annual Review.** Each year each faculty member provides the School Chair with an annual report of activities following the required template. The faculty member and chair schedule an annual meeting to discuss these activities. After the meeting, the chair writes the annual review letter to which the faculty member may respond in writing. The chair’s annual review letter and, if applicable, the faculty member’s response will be added to the personnel file.

**Schedules and Procedures.** Normally, untenured faculty holding tenure-track positions and with no credit for prior service must apply for reappointment each year of service according to the following schedule:

- **First year:** reappointment is made through the School Chair during spring semester.
- **Second year:** reappointment is made through the School Chair during the fall semester (for reappointment for a third year) and again during the spring semester (for reappointment to a fourth year).
- **Third year:** reappointment is through the School Chair and through the LMC Reappointment, Promotion, and Tenure Committee during spring semester (includes critical review). Feedback regarding the assessments emerging from the third year review process will be passed on to the faculty member by way of the Chair, in accordance with 3.3.2.3 of the Georgia Tech Faculty Handbook. The Chair shall receive input from all levels regarding details that lead to critical review decisions. Confidentiality of the comments to the various committees' actions should be maintained, but the Chair should have access to this information to counsel the faculty member appropriately.
- **Fourth year:** reappointment is made through the School Chair during spring semester.
- **Fifth year:** application is made to the School Chair and the LMC Reappointment, Promotion and Tenure, Committee for tenure review. Such review includes soliciting letters of review from colleagues outside Georgia Tech. The candidate and the Chair must confer at the beginning of the semester in order to begin the process of soliciting such letters; the candidate submits names of persons he or she considers highly qualified in the field of the candidate's work. The Chair contacts such persons who suggest a list of possible reviewers (the candidate may ask that one or more reviewers be omitted from the list). The Chair or Associate Chair contacts the reviewers and solicits letters of review.

**Exceptions:** If a candidate does not seek tenure review during the fifth year of service, application is made to the Chair and to the RPT Committee for reappointment in the fall of the fifth year and in any subsequent years. In such cases, tenure application is made during the sixth or (in rare cases) seventh year.
When a person is appointed to Georgia Tech, he or she may be given credit (in writing at the time of appointment) for up to three years of service. Such persons will then begin the review process for tenure in the second, third, or fourth year as appropriate.

**Promotion.** Candidates for promotion not connected with tenure submit materials to the Chair and RPT Committee in the summer. Candidates for promotion/tenure to full professor consult with the Chair to secure letters from reviewers outside Georgia Tech.

**Post-Tenure.** Each faculty member must undergo a periodic post-tenure review five years after receiving tenure and every fifth year after that. Institute deadlines for notification of faculty under review will be posted on the LMC digital calendar as soon as they are received by the LMC Chair, usually in early-to-mid fall. Procedures and policies are described in the Institute Bylaws.

**Research Scientists.** Promotion procedures and policies for Research Scientists working within LMC will follow Institute procedures outlined in the Georgia Tech Faculty Handbook. (See Institute Faculty Handbook www.academic.gatech.edu.)

**A-5 SEARCH COMMITTEE PROCEDURES AND GUIDELINES**

Search committees are advisory to the Chair and the School; the task of search committees is to solicit applications, identify and interview candidates, and to bring selected candidates to campus for more extensive interviews and presentations. Search committees convey to the Executive Committee, faculty and the Chair recommendations for ranking and/or making offers to candidates. All votes are advisory to the Chair.

**Preliminary Procedures.** Before the search process begins, the Chair (and the relevant search committee) discusses with the faculty as a whole the rationale for the search, including what kind of position is being advertised and what needs a person hired as a result would fill within the School (this includes persons being sought for joint appointments). The Chair, in consultation with the Executive Committee and/or the search committee(s) prepares and distributes appropriate advertising materials for all positions. The Chair of each search committee is responsible for being familiar with and working within the procedures, practices, and schedules of the major organization(s) (especially where interviewing at national conventions is standard) in the disciplines involved.

**Screening.** Each search committee screens all applicants and selects applicants for which further information (dossiers, including letters of recommendation and writing samples) will be requested. After dossier and writing samples are assembled, these should be made available to the general faculty, who are invited to comment and provide information that may be helpful to the committee. Everyone involved in the search process will be reminded by the Chair to consider the principle of inclusive excellence during the search process to increase diversity in LMC.

**Interviewing.** After reviewing dossier and writing samples as well as the responses of the faculty, each search committee decides upon a short list of candidates to be interviewed. This list should be made available to the general faculty and the process of interviewing, whether at MLA, another convention, or by phone, should be made public. When interviews are scheduled for MLA, the interview schedule should be distributed to the general faculty. Interviews at MLA and other conventions are open to all interested LMC faculty members, who should inform themselves about the candidates (dossier and vitas should be available at the interview site).
A list of all candidates to be invited to campus should be distributed to the faculty as soon as possible after a search committee creates such a list. Schedules of campus visits should be distributed to the entire faculty at least two days in advance and the candidate's CV made available a few days in advance of the visit.

All faculty are encouraged to attend presentations by all candidates, as this is the principal means of informing themselves in order to be able to vote on candidates in a general faculty meeting. It is standard practice that all members of the search committee and all administrative officers attend presentations.

**Recommendations.** After all candidates for a single position have visited campus, a search committee makes its recommendations to the Chair (in a memo), to the Executive Committee, and to the faculty; at a meeting of the entire faculty the search committee presents its recommendations and their justification. The vote of the faculty from this meeting is then also presented to the Chair. The Chair, in consultation with the Dean, makes final decisions concerning offers.

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### A-6 PROCEDURES FOR TRAVEL, SICK LEAVE REPORTS, PURCHASES, AND EQUIPMENT

**Travel.** At the beginning of every academic year, the LMC Chair announces the standard amounts of travel support for academic faculty ranks. Budget permitting, additional funds may be provided upon request.

Before traveling, all faculty and staff members traveling on official business for LMC must fill out a Travel Authorization form at least a week in advance (or when airline tickets are purchased, whichever comes first). This requirement applies regardless of the degree of funding, if any, supplied by LMC. All travel expenses and other reimbursements must now be submitted through Techworks. The individual faculty member should see the Assistant to the Chair for these forms and for further information. Upon return, faculty and staff members who need reimbursement from LMC for travel expenses must complete the information required in the Travel and Expense portion of Techworks within one week. Receipts for transportation, conference fees, and hotel or other housing must accompany this form.

**Sick Leave.** A faculty member who must miss class because of illness or emergency must inform a responsible person in the LMC office as soon as possible so that students can be notified. Upon return, the faculty member must note the absence on the monthly sick leave form completed electronically.

**Rescheduling Class Time.** A faculty member who believes an unusual schedule is required for a particular class must consult with the Chair before instituting it. (Not applicable to virtual classes.)

**Scheduling Equipment and Room Use**

- **Audio-visual equipment.** A sign-out list for all audio-visual equipment is kept on the student assistants' desk in the LMC Office in Skiles.

- **Equipment.** Contact OIT Support Personnel. Faculty needing to use equipment for early (8:00 AM) classes may arrange for equipment to be stored in the user's office the afternoon before a scheduled use.

- **Scheduling a particular Skiles or TSRB room.** Sign for it in advance. Either check the red book (in the main LMC office) or check with the Associate Director of Graduate Studies.
• Scheduling a particular Hall room. Faculty wishing to reserve space in the Hall Building should contact the Assistant Director of Writing and Communication.

• Scheduling a visit to the Communication Center. To arrange a class visit to the Communication Center, faculty should contact the Associate Director of the Communication Center.

Media-Equipped Rooms. A designated staff member signs out keys for rooms normally kept locked to safeguard equipment. Faculty wishing to use these rooms (except classes regularly scheduled to meet in these rooms) must request them in advance. A calendar for this purpose is kept on the student assistants' desk (the LMC Staff Professional will note regularly scheduled classes on this calendar at the beginning of each semester. Faculty using the room for regular late afternoon screening should notify the secretary so the room may be reserved for the semester or as needed. Because of increased need for security, faculty members are required to stay with their classes until the screening is over and then make sure that the room is locked securely.

Video/Computer Labs. Staff members sign out keys for these as needed unless Buzz card access has been made available.

Computer, Network, And Equipment Problems. Notify OIT personnel via email to lmc-support@iac.gatech.edu of problems.

### A-7 PHOTOCOPYING AND FAXING POLICIES

All photocopying must comply with copyright regulations. The individual is responsible for any possible violations of these regulations.

Photocopying and faxing should be reserved for use only by LMC faculty, both tenure-line faculty and Brittain Postdoctoral Fellows.

LMC faculty members may use the photocopy machine designated for their use only. The photocopying machine located in the central office is normally reserved for administrative use though it can be used to make PDFs for class use.

LMC faculty should use photocopying to prepare class handouts in the following situations:

• Class handouts of three or fewer pages may be photocopied.
• Handouts of more than three pages copied from books or articles should be reproduced in the PPC and must comply with copyright regulations. Students should pay for these. The instructor may also put such materials on reserve (electronic or print) in the library.

LMC faculty members may use the photocopying equipment to support research and professional activities in the following situations:

• Copying articles for submission and critique, letters, and other types of professional writing.
• Copying book manuscripts for submission and publication.*
• Copying articles and books borrowed on interlibrary loan.*
• Copying materials for committee work.
• Copying projects of more than three pages or projects requiring unusual preparation should be planned for non-peak hours.
• Use of photocopying equipment will be monitored. Faculty members, including Brittain Fellows, will be issued individual accounts. These accounts are accessed through entering the last four digits of the social security number.
• Large projects such as the copying of an entire book or book manuscript should be sent to PPC and billed to the individual or, when appropriate, to the LMC.

**A-8 GRADE APPEAL PROCEDURES**

If a student wishes to appeal a final grade from any course within LMC, he or she meets with the faculty member involved early during the next semester of residence and should present evidence (graded papers, the course syllabus, etc.) on which an appeal might be based. If after such consultation the student decides to pursue an appeal, he or she meets with the DUS/DGS, and then prepares a brief summary of the merits of the appeal.

The DUS/DGS appoints a committee of three LMC faculty members (not including the professor of the course involved) who weigh the student's appeal and whatever other evidence may be presented or solicited. The committee forwards its recommendations to the DUS, who distributes the results to the student, the professor, and to the Chair.

The student may at this point pursue an appeal outside of LMC according to procedures outlined in the Institute's catalog.

**A-9 SUMMER SCHOOL POLICY**

All faculty members are eligible to teach during the summer semester. Non-tenure track faculty members are eligible to teach summer classes as available. Available classes are assigned on the basis of seniority. A faculty member normally teaches one or two sections per summer. A small number of alternate schedules or shared courses may be available each summer. Faculty members who notify the School Chair in advance may teach the maximum summer load permitted by the Institute during the two years prior to retirement.

**A-10 AWARDS and HONORS**

Each year the School of Literature, Media, and Communication awards three awards—the Student Diversity Award, the James Dean Young Award and the William Gilmer Perry Award—at the April LMC awards and honors ceremony. The DUS announces the annual call for faculty nominations, conducts the judging (with faculty volunteers), and reports the winners to the Institute Honors Committee. Requirements and nominating procedures for each LMC prize are outlined below:

- The Student Diversity Award is presented annually to an undergraduate student in an LMC class who produces exceptional work concerning issues of diversity. [CHECK REAL LANGUAGE]

- The James Dean Young Award is awarded for the best essay written by a LMC or CM student for a 2000-, 3000- or 4000-level course. The instructor must submit essays and nominating statements to the Director of Undergraduate Studies on or before March 1.

- The William Gilmer Perry Award is presented to the first-year student who has written the best paper in English 1101 or 1102. The instructor must submit essays and nominating statements to the DUS on or before March 1.

Each year the Writing and Communication Program awards two awards to students in classes taught by Brittain Fellows, awarded at the April LMC awards and honors ceremony. Peer and self-nominations are encouraged.
• The **Student WOVEN Composition Award** recognizes excellence in innovative individual or collaborative WOVEN projects in English 1101 or English 1102 taught by Brittain Fellows or Writing and Communication Lecturers.

• The **Student WOVEN Technical Communication Award** recognizes excellence in innovative individual or collaborative WOVEN projects in LCC 3403, 3431, or 3432 taught by Brittain Fellows or Writing and Communication Lecturers.

Nominations from instructors are invited by the Associate Director of Writing and Communication. Peer and self-nominations are encouraged. A faculty committee judges the nominations. Each award gives $300 and an award certificate.

Each year the Writing and Communication Program awards two faculty awards to Brittain Fellows, announced at the April LMC awards and honors ceremony.

• The **WCP Faculty Award for Multimodal Innovation** recognizes the multimodal innovation of a Brittain Fellow in teaching English 1101 and 1102 and/or LMC 3403. Award: $500 plus an award certificate.

• The **WCP Faculty Award for Pedagogical Excellence** recognizes the overall pedagogical excellence of a Brittain Fellow in teaching English 1101 and 1102 and/or LMC 3403. Award: $500 plus an award certificate.

### A-11 HONOR CODE

All LMC faculty are expected to familiarize themselves with the Honor Code and with the various faculty options for reporting/dealing with honor code violations. Matters related to the Honor Code are administered through the Office of the Dean of Students. See the appropriate procedures concerning honor code violations, which are described at the Office of Student Integrity website (http://www.osi.gatech.edu/index.php).

All faculty members must abide by the responsibilities outlined for faculty members within the Georgia Tech Honor Code, including making known to the classes what constitutes academic misconduct within a particular class. This specific definition of misconduct should include but need not be limited to the acts listed in Section XIX, Student Conduct Code, of the Rules and Regulations section of the Georgia Institute of Technology General Catalog.

**Process.** Every student has the right to due process in cases of alleged academic misconduct. For this reason faculty members must report incidents of misconduct to the Office of Student Integrity (by filling out the form on the OSI website), as well as informing the DUS/DGS of the case, to assure that the matter is handled according to standard procedures for violations of the Honor Code.

**Documentation.** The instructor is required to provide adequate documentation to support charges of plagiarism or other academic misconduct.

**Grade.** The instructor should give the student an incomplete instead of a letter grade at the end of the semester, pending the outcome of the case.

**Instructor-Student Contact.** Once the matter has been reported to the Office of Student Integrity, the instructor should not speak directly with the student concerning the matter.
A-12 STANDARD AND EMERGENCY PROCEDURES

Class Schedules. Classes are normally scheduled to begin at 5 minutes after the hour or half-hour scheduled.

Class Loads. LMC tenured and tenure-line faculty members typically teach two classes per semester, engage in research/scholarship, and perform various committee and other duties. Release time is sometimes granted by the School Chair for extraordinary research or service commitments. Brittain Fellows typically teach three classes per semester, participate in postdoctoral seminars, engage in research/scholarship, and perform various committee duties.

The DUS and/or the DGS determine course assignments for individual instructors, after consulting with appropriate committees, the School Chair, and, as appropriate, the Director of Writing and Communication, and after determining the preferences of the individual instructors.

Week Preceding Final Examinations (WPFE). Semesters are approximately 15 weeks; each semester ends on a Friday. The last week (Monday–Friday) of classes each semester is supposed to allow students time to study for final exams and complete projects. Institute policy requires that that no new graded work can be assigned and that quizzes and tests may not be given during this week. This policy does not cover projects, homework, or other assignments that have been previously scheduled.

Final Exams. During fall and spring semesters, final exams are always Monday – Friday of the week after WPFE. Schedules for final exams are determined by the Institute; the schedule is announced (tentatively) in the OSCAR each semester and confirmed about two weeks before the exam period begins. Curriculum Support Staff is responsible for allocating classroom space for final exams. Instructors must arrange with him/her to schedule rooms for make-up exams. In cases of conflicts, students should arrange with the instructor of the lower-numbered course for an alternate time. In cases in which a student at first has three exams scheduled for one day, he or she may arrange with the instructor of the lowest-numbered course for an alternate time. Make-up exams in cases of illness or for other reasons are left to the discretion of the instructor.

Course Instructor Opinion Survey (CIOS). Each term students should complete CIOS forms online for their courses. Instructors should encourage students to complete the surveys and may offer class time to allow students to do so. An instructor may offer bonus points to everyone in the class if a certain high percentage of students complete the survey. Faculty should not ask individual students for proof of completing the course survey.

Films and Videos. LMC owns a number of films, laserdiscs, DVDs, and VHS tapes for use in classes. Instructors may check out audiovisual equipment or reserve rooms equipped with film projector or video players through one of the support staff.

Paychecks. Salaries are distributed at the end of each month over a 9-month period, with half-month checks issued in August and May. Summer teaching is paid separately, also at the end of each month.

Desk Copies. Instructors should order desk copies of textbooks directly from the publisher. The DUS has forms and information about procedures.

Library. A designated librarian serves as liaison to LMC. He or she assists LMC faculty in using the library and can arrange library sessions for LMC classes. Georgia Tech library cards are honored at the Emory and Georgia State libraries, and Tech faculty can get special use cards for UGA and other regional libraries from any Tech reference librarian.
Consulting. Each Georgia Tech faculty member is permitted to consult up to one day per week.

Writing and Communication Program Handbook. The Writing and Communication Program Handbook, provided by the Writing and Communication Program and revised each year by the Brittain Fellowship Handbook Committee, provides detailed descriptions of policies and procedures for Brittain Fellows.

IT/Help and Support. Faculty and staff should familiarize themselves with Ivan Allen College IT policies and resources — http://it.iac.gatech.edu — which provides two kinds of information: Frequently Asked Questions (FAQs) and How-To Documents with more detailed documentation. Faculty and staff can request help from LMC’s OIT specialists by sending an email “ticket” to lmc-support@iac.gatech.edu or by filling out a help request at the OIT website (www.oit.gatech.edu). The LMC OIT specialists also support software, printers, fax machines, and PDF machines.

Emergency Preparedness. All faculty and staff should become familiar with information and procedures about emergency preparedness: http://www.police.gatech.edu/emergencypreparedness/
## APPENDIX B:
LMC TEACHING ASSESSMENT FORM FOR CLASS OBSERVATIONS

<table>
<thead>
<tr>
<th>Observer:</th>
<th>Date of Visit:</th>
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<tbody>
<tr>
<td>Instructor:</td>
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**Course Number and Title:**

**Number of Students Present:**

**Observation:** In evaluating faculty teaching for purposes of promotion and tenure, LMC observes five factors: Organization, Presentation, Interaction, Pedagogical Innovation, and Syllabus. Please comment on each of these categories below.

**Organization (Course and Class)**

**Presentation**

**Interaction with Students**

**Pedagogical Innovation**

**Syllabus**

**Summary Comments**