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Program Forms and Info

Method to Determine the Number of Slot Eligible Applicants

<https://secure.web.emory.edu/biomed/intranet/forms/EligibleApp.pdf>

Equivalent Experience In Lieu of the TATTO Teaching Associateship

https://secure.web.emory.edu/biomed/intranet/forms/Equivalent_Experience.pdf

Method to Determine the Number of Slot Eligible Applicants

Within each of the screens described below, the Program designation has to be provided in every set except the omit set.

- 1) Start with the "Find" command to initiate a screen. When you are finished setting up one set within a screen, hitting the "command" and "N" keys simultaneously opens a new window for the next set. (Screen II must be done separately from Screen I)
- 2) SCREEN I:

Set 1) Domestic applicants with at least a GPA of 3.4 and a cumulative V+Q GRE of 1250 (TG eligible = Y, GRE \geq 1250, GPA \geq 3.4);

Set 2) Minority applicants with at least a GPA of 3.0 and cumulative V+Q of 1100 (TG eligible = Y, ethnic = 2.4, GRE \geq 1100, GPA \geq 3.0);

Set 3) Minority applicants (Pacific Islanders) with at least a GPA of 3.0 and cumulative V+Q GRE of 1100 (TG eligible = Y, ethnic = 8, GRE \geq 1100, GPA \geq 3.0).
- 3) SCREEN II: Foreign applicants who have a cumulative V + Q GRE score of at least 1350 (TG eligible = N, GRE \geq 1350).

Note: FileMaker field names are as follows:

TG eligible = TG eligible
Ethnic = Ethnic Type
GRE = Total GRE2
GPA = Overall GPA
Country = Country of Citizenship

PLEASE REMEMBER THAT THE RESULTS YOU OBTAIN CANNOT BE VERIFIED UNTIL WE DETERMINE THE TOTAL SLOTS WE CAN FUND. THE FINAL NUMBER OF SLOTS AVAILABLE FOR RATIO ALLOCATION CAN THEN BE DETERMINED. REVISED METHOD IS EFFECTIVE FOR FALL 2010.

Equivalent Experience In Lieu of the TATTO Teaching Associateship

The fourth stage of TATTO, the Teaching Associateship, requires more substantial involvement in teaching a course and cannot occur before the third year of training in the GDBBS. However, because all Division students in their third year and beyond obtain part or all of their stipend support from research grant funds from Federal granting agencies, it would be inappropriate for them to teach a significant amount while being supported by a research grant. Since this is also the time frame in which all required courses in the Division Programs must be completed, and because there are limited opportunities for co-teaching in medical school courses and Division Program graduate courses, it will be logistically impossible for most Division students to fulfill the Teaching Associate requirement by Co-teaching.

Accordingly, this phase of a Division student's teacher training will most often be accomplished through a number of alternative teaching opportunities within their respective curricula. These are:

- Some of the graduate level courses available to students in the Division Programs and to undergraduates students in Biology and Allied Health Programs involve students giving the lectures on special topics. Students presenting lectures in these courses will be given credit toward completion of the TATTO requirement when the student works with the course coordinator and this teaching experience is analogous to that of being a Co-teacher.
- Students also make presentations on the progress of their thesis research. In some instances these are largely technical and would not qualify as a "teaching" experience. However, there are frequent occasions where these presentations involve explaining a new experimental model, technique or system to a new audience. This involves skills identical to the ones that the student may later use in teaching students, post-doctoral fellows, and technicians under their supervision. Therefore, when this experience is conducted as a TATTO activity, the student will benefit from having his/her presentation undergo an evaluation (with suggestions for improvement from a "teaching" perspective). In addition, students regularly participate in national conferences and symposia to present their research results. Preparation for these meetings often involves multiple practice sessions with students and faculty where there is a critique of the oral presentation (content and delivery), instruction on the effective use of AV materials, and how one handles questions and unexpected situations.
- As part of the Division Program curricula, students are required to formulate proposals for research projects, and to present them to faculty and students. They are evaluated on their ability to communicate the background of each proposal, its importance to advancement of science, and the feasibility of the methods they have chosen to study the problem. The students are encouraged to seek advice and guidance in the formulation of their proposals and in the most effective way to present them to others. They receive detailed input on the quality of their presentation with emphasis on content, presentation and communication.

- In Graduate Seminar classes, students are required to pick lecture topics, conduct extensive literature searches on current knowledge about the topic, and then present it in lecture/seminar format to other students and faculty. This experience is identical to that of preparing a lecture for an advanced, special-topics course. The students are evaluated on their presentations by both faculty and students, and coached on ways to be more effective in conveying new information to a wide audience.
- A vital part of the teaching experience of Ph.D.-level scientists is in the supervision of students' research projects in the laboratory. This involves formulation of the hypothesis, design of the experiment, collection of data, data analysis, and reporting of the findings. Often, more senior graduate students help newer graduate students in this capacity and, unfortunately, this usually occurs without any formal planning or evaluation. As part of TATTO, some Division graduate students will perform this function in the capacity of Teaching Associates. In these cases, the activity will be well planned out beforehand with the faculty member. Appropriate supervision and follow-up evaluation (of both the senior and more junior graduate students' experiences) will be conducted.
- There are also occasional teaching opportunities for Division students outside of the usual undergraduate/graduate courses, and participation in these can be applied toward TATTO if they achieve the goals of the Teaching Associateship. For example, some of the students in the NHS Program could be involved in teaching nutrition to patients who need special nutrition counseling (e.g. as part of the follow-up to cardiovascular surgery). Each of these will be considered for approval and evaluation by the Director of Graduate Studies on a case-by-case basis.
- Second or third year students may act as mentors for first year students in the graduate seminar course of their Program. Mentors will assist first year students in their choice of subject matter, in pursuing the literature, and in organizing their seminar presentations. Most importantly, the mentors will assist first year students in preparing and presenting their seminars. They will listen to practice seminars, provide guidance and critical input, and coach the first year students on the use of audio-visual aids. At least one of the coaching sessions during each semester will be monitored by the faculty member in charge of the seminar to assess the effectiveness of the mentor. This will be accomplished by having the mentor provide the faculty member with a schedule of the mentoring sessions, with the faculty member electing to attend one of the sessions unannounced. At the end of the semester, a written evaluation of the mentor, based on his/her effectiveness as a mentor (which can include an indication of ways in which the first year student's seminars improved as a result of mentoring) is submitted to the Program DGS. The evaluation becomes part of the mentor's file and is recorded on the appropriate forms to verify that the Teaching Associate requirement has been met.

GDBBS Recruiting Committee Report

1. Communication

Personal communication with prospective graduate students is key. Recruiters should be responsive and helpful. Program faculty should be encouraged to respond as well; if faculty do not want to respond they should at least forward requests to the Program Recruiter. It is easy for a prospective student to be turned off by a lack of response. But a quick, helpful response can easily convince a prospective student to apply. Students who are impressed by schools often mention the “hospitality” they were shown.

2. Outreach

a. Mailings

- i. Mailings to students can help a Program reach a wider audience. For Fall 2006 the MSP Program mailed Program brochures to students in the Inquiry database and to members of ASPET (the American Society for Pharmacology and Experimental Therapeutics). The Program experienced a 90% increase in total applications and a 110% increase in slot eligible domestic applicants compared to their 2005 numbers. This compares to a GDBBS total increase of 11% and 8%, respectively.
- ii. Compile a list of names and email addresses of current students’ undergraduate advisors. The Program or the students could email or write and keep them informed of the student’s progress.
- iii. Compile a list of domestic institutions from which your Program has received multiple applications and/or matriculants over the last few years.
- iv. Develop departmental contacts at top tier and minority institutions from which a Program would like to receive more applications.

b. Campus Visits

- i. When faculty give seminars at other universities they are encouraged to extend their stay and speak to undergraduate students. Graduate students are also encouraged to visit their alma maters.
- ii. The same faculty member should be used at certain events/universities in order to establish an ongoing relationship.
- iii. Faculty should be encouraged to take information about the Division to conferences they attend.

3. The web is the number one resource for applicants. Make sure your Program sponsored web site is current and up-to-date.

4. Update the Director of Recruitment (Kathy.Smith@emory.edu) with any recent accomplishments of Division faculty and students so that the Division’s “In the News” web page will be current.

Faculty Forms

New Course Proposals

https://secure.web.emory.edu/biomed/intranet/forms/Course_Proposal.doc

Faculty Appointment Checklist

<https://secure.web.emory.edu/biomed/intranet/forms/FacChecklist.pdf>

GDBBS Mentor Assignment Agreement

<https://secure.web.emory.edu/biomed/intranet/forms/MentorAssign.pdf>

GDBBS Stipend Reserve Fund

https://secure.web.emory.edu/biomed/intranet/faculty/stipend_reserve

New Course Proposals

Departments wishing to introduce new courses or to adjust the content, credit hours, course numbers or titles of existing courses must submit proposals to the Graduate Executive Council for review and approval. A course developed and introduced as a special topics course may be offered **two** times before being submitted for approval.

Spring course proposals must be received by **13 September**. Fall Course proposals are due **1 February**. GSAS staff will determine that proposals are complete before distribution at the October and February Council meetings. Appropriate disciplinary subcommittees will be charged with thorough review of the proposed courses. Subcommittees will make specific recommendations concerning approval or disapproval to the entire Executive Council.

I. Proposals for New Courses or New Content for Existing Courses

New Course Proposal Graduate School of Arts and Sciences

Department _____ Date _____

1. Proposed Course Number and Title _____

2. Number of Credit Hours _____

3. Number of Weekly Contact Hours with Students _____

4. Name of Instructor(s) _____

5. Semester(s) in which course will be offered: a. _____ Fall, _____ Spring, _____ Summer

b. _____ On Demand c. Every _____ years

6. Minimum/Maximum number of students _____

7. Course Prerequisites _____

8. Provide a brief rationale for the introduction of this new course.

9. Does this course replace a course that will be deleted? If so, provide course number and name to be deleted.

10. Will this course increase the teaching load of the faculty? If so, explain how this increase in load will be addressed.

11. Will this course involve an increase in cost to the department/program? If so, how will these costs be met?

12. Is this course primarily for the department's students, or is it primarily a service course for students in other departments?

13. Does this course represent a new direction or emphasis in the department?

14. Are current library holdings adequate, relative to the needs of the proposed new course? Are laboratory facilities and equipment adequate?

15. What other departments, if any, have been consulted regarding the proposed new course? (Appropriate consultations should occur before courses of interest to more than one department are submitted for review.) If the course is of interest to students in other departments, if it includes subject matter normally covered in other departments, or if the course will be offered jointly with another department, please discuss its impact on the other department(s).

16. How will this course affect the department's undergraduate curriculum? Will the course be open to qualified undergraduates?

17. Syllabus: Please attach a syllabus for this course. Although this syllabus need not be the finalized version, it must include the following information:

1. A description of the topic and goals of the course
2. An explicit evaluation/grading scheme
3. A detailed outline of the course content including individual topics to be covered, readings, assignments and materials

II. Credit Hours, Course Number, or Title Changes for Existing Courses

Sufficient information should be given to justify such changes. GSAS staff should present recommendations to the Council regarding proposed course name, numbering, or credit hour changes.

III. Timing

The Council will endeavor to make decisions about course proposals at the November and March meetings for courses proposed for the spring and fall terms, respectively. Departments will be informed in advance if personal representation to the GSAS Executive Council by the proposing department is required or if consultation with cognate departments is necessary.

Departments/programs will usually be informed of the decision of the Executive Council within seven days following the meeting at which the proposals are considered. The Council may (1) approve the proposal without modification, (2) not approve the proposal, or (3) request modifications and resubmission. Course proposals for the spring term must be submitted to the Executive Council by **October 1**. Course proposals for the fall term must be submitted by **February 1**.

IV. Submission Procedure

Send 15 copies of the proposal, with a letter from the chair or director of graduate studies stating departmental support to the Graduate Executive Council, Graduate School of Arts and Sciences, 200 Candler Library.

Faculty Appointment Checklist

The Division stipulates that Faculty must meet three minimal criteria to be appointed as a Training Faculty Member in a GDBBS Graduate program:

- Evidence, normally in the form of publications in reviewed journals, that the candidate maintains an active research laboratory;
- A record of research support at a level adequate to fund at least one graduate student, or for a new faculty member, the prospect of generating such support; and
- A stated commitment to teaching a minimum of three contact hours per year in graduate level courses.

GDBBS faculty members can hold appointments in two GDBBS Programs. The procedure below outlines the steps necessary to become affiliated for the first time with a GDBBS Program. Application for admission to a second Program requires only a letter from the Program Director on behalf of the Program Executive Committee requesting such an appointment and a letter from the faculty member detailing how they will contribute to the program.

An individual who is not now affiliated with the Division, but who currently holds an appointment as a full-time member of a department at Emory University, affiliated institution or the Centers for Disease Control and Prevention, may submit a request for appointment to the Division Program with which he/she wishes to become affiliated. The three types of GDBBS membership are Full, Associate, and Adjunct Members. The definition of membership rights and responsibilities are as follows:

- Full Members must be tenure track faculty at Emory University in good standing. They have full rights and privileges, including the right to serve on any GDBBS Committee or in an administrative position, and to act as Dissertation Advisors.
- Associate Members must be faculty at Emory University. These faculty members have the rights and privileges of full members, except they may only serve as a Dissertation Co-Advisor. Generally, this membership would be for Research Track faculty, for faculty who may not take a student because of indebtedness to the Stipend Reserve Fund or those who have been judged to be non-participatory during the annual Program Review of participation.
- Adjunct Members must be faculty or staff of another institution and must have credentials similar to those of our Full Members. They will have all the rights and privileges of full members, except that they may only serve on the University or GDBBS committees ex officio and they may only serve as Dissertation Co-Advisors.

The application for membership will remain the same, except the rank of the proposed appointment must be specified in the letter from the Program Director. All listings of GDBBS faculty **MUST** contain the rank of appointment and a definition of these ranks. A Full Member must direct all Dissertations, even if the research is being done in the laboratory of an Associate or Adjunct member.

After consideration by the Program Executive Committee, the Program Director should forward the request for appointment (with accompanying documentation) to the Division office with a recommendation for approval. If the request meets Division requirements, the Division Director will ask the Dean of the Graduate School to appoint the candidate as a member of the graduate faculty in the Division of Biological and Biomedical Sciences, affiliated with the Program that has submitted the request.

A checklist of required documentation is given on the next page.

**Accompanying documentation necessary for appointment to
the first GDBBS Training Program:**

- _____ a curriculum vitae
- _____ an indication of current and past grant support (may be included in C.V.)
- _____ a letter from the candidate to the Division Director indicating his/her desire to become a training faculty member within the Division and willingness to meet the teaching commitments of the Division
- _____ a letter of support from the chairperson of the department in which the candidate holds his/her primary appointment
- _____ a letter from the Program Director indicating the support and approval of this appointment from the Program Executive Committee, and the level of appointment (Full, Associate, Adjunct)
- _____ brief statements regarding the contributions that the candidate will make to the Program in terms of his/her teaching commitment and/or administrative responsibilities, and his/her ability to support student dissertation research
- _____ NIH Biographical sketch, preferably on the appropriate NIH 398 form (no longer than 2 pages or 4 pages with grant support information included)
- _____ information on past experience in training doctoral students or postdoctoral fellows including current position and current institution affiliation of present and former trainees (use training grant table format/form supplied)
- _____ publication record of past and present trainees from work performed with the candidate for Program appointment (hi-light names on C.V.)
- _____ a list of planned or ongoing collaborative efforts with other faculty in the Program being applied to, or faculty in other Programs
- _____ a one page description of candidate's research, including references to two recent publications
- _____ a one sentence summary of major research efforts for inclusion in the graduate recruiting brochure and GDBBS Web site
- _____ candidate's Employee ID# (may be found on pay stub)

Student Forms

Application, Leaves and Withdrawal Forms

Readmission (Contact your Program DGS and Advisor)

Leaves of Absence (Contact your Program DGS and Advisor)

Withdrawal

<http://www.gs.emory.edu/academics/policies/transfer.html>

Academic Progress Forms

Mentor Assignment Form

<http://www.gdbbs.emory.edu/forms/MentorAssign.pdf>

Instructions for the Preparation of Dissertations and Theses

http://www.gdbbs.emory.edu/forms/Dissertation_Thesis_Checklist.pdf

Application for Candidacy

<http://www.gs.emory.edu/academics/policies/candidacy.html>

Completion of Doctoral Requirements

<http://www.gs.emory.edu/academics/policies/requirements.html>

Completion of Master's Requirements

<http://www.gs.emory.edu/academics/policies/requirements.html>

Application for Degree

<http://www.gs.emory.edu/academics/policies/completion.html>

Graduating Student Information

http://www.gdbbs.emory.edu/students/graduating_students.htm

Registration Forms

Student Registration Form

<https://secure.web.emory.edu/biomed/intranet/forms/Registration.pdf>

Permission Required Form

<https://secure.web.emory.edu/biomed/intranet/forms/PermissionReq.pdf>

Drop/Add Form

<https://secure.web.emory.edu/biomed/intranet/forms/DropAdd.pdf>

Financial Forms

Emergency Loan Application

<http://gs.emory.edu/resources/financial.php?id=17%20>

W-4 Forms

<https://www.finance.emory.edu/external/forms/w-4.pdf>

G-4 Forms

<https://www.finance.emory.edu/external/forms/g4.pdf>

Direct Deposit Form

<https://psofthr.cc.emory.edu/psp/hrprod/?cmd=login>

Travel Reimbursement forms and procedures

https://secure.web.emory.edu/biomed/intranet/forms/Travel_Policies.pdf

Recruitment Travel Reimbursement Instructions

Please visit <https://www.finance.emory.edu/home/travel/index.html> to book your flights, hotel, etc. and review Emory's policies regarding travel before your trip so you will know what is allowed for reimbursement when you return. All reimbursements must be submitted within 10 days of your return.

Procedures for Request

Upon approval from both the Division and the student's program, certain types of recruitment travel can be reimbursed. Travel must be pre-approved. Visits by a student to their alma mater are the most common reimbursements, and travel to conferences is not typically reimbursed. Complete appendix A and return it to Kathy Smith along with the email approval from your program Director prior to leaving on your trip. Recruitment travel costs are shared 50/50 between the GDBBS and the Program, and amounts up to \$500 are eligible for reimbursement.

All requests for travel funding must be made at least one **Month PRIOR** to travel. **Please note that both the Program and GDBBS must approve trips for recruiting.**

Procedures for Reimbursement

Please keep original receipts of all expenses, plane tickets, meals, hotel, registration fees, etc. **Please note that Emory does not reimburse for car rental insurance.** Enter receipts online at <https://compass-login.emory.edu/psp/fsprod/?cmd=login&languageCd=ENG&>, log in using your ID and password you use for OPUS, click employee self service, the travel and expense center link, then create under expense report, enter your student ID (all numbers) and click add (you will need to obtain a smartkey(s) for each funding source prior to entering online). Please remember to click submit when you have finished entering your receipts or your reimbursement will not process. Once completed print barcode sheet and bring the sheet along with your original receipts to Margie Varnado in GDBBS. All small receipts **must** be taped to an 8x11 sheet of paper. For more detailed information on how to complete your travel reimbursement, please visit the following <http://compass.emory.edu/pstoolbox/helpandjobaids/te.html>.