

GRADUATE TEACHING ASSISTANT HANDBOOK

ACADEMIC YEAR 2011-2012

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THE VISION, VALUES, MISSION AND GOALS OF THE UNIVERSITY OF DENVER

The University of Denver, an independent university in the Rocky Mountain West, ranks among premier institutions of higher learning. Located in a dynamic, cosmopolitan city close to pristine mountain wilderness, the University is distinguished by its creative combination of liberal arts and professional programs, selectively focused graduate studies, and associated schools and centers. The University's students are bright, diverse, and dedicated to learning. Graduates are leaders, scholars, artists, entrepreneurs, and public servants who are uniquely prepared to live in and shape a global society.

Vision

The University of Denver will be a great private university dedicated to the public good. Our students will enjoy an extraordinary education. Our search for knowledge will be daring. Our community will be diverse and dynamic.

Values

As an educational and research community, we value curiosity, intellectual freedom, open communication, creativity, and rigor. We respect individual differences and embrace civil discourse. We promote ethical behavior, integrity, caring, and close individual attention. Our campus life is distinguished by inclusiveness, collaboration, involvement, responsiveness, and accountability.

Mission

The mission of the University of Denver is to promote learning by engaging students, advancing scholarly inquiry, cultivating critical thought, and creating knowledge. We empower the lives and futures of students by fostering productive synergies between intellectual and personal development, research and teaching, disciplinary and interdisciplinary perspectives, classroom and experience-based learning, and theoretical knowledge and professional practice. Our engagement with diverse local and global communities contributes to the common good

Goals

The University fulfills its mission by achieving specific goals that affect learning, scholarship, campus community, public good, ethics, enrollment, ethnic diversity, globalization, technology, athletics, and sustainability.

ACADEMIC ADVISING

Academic Advising and Discoveries Orientation (AADO) strives to create an inclusive environment that empowers undergraduate students to successfully transition into DU, take ownership over their education, pursue academic interests, engage in learning, and develop a comprehensive network of resources to persist to graduation. AADO administers the academic exceptions process, medical/leaves of absence, overloads and other student services.

Contact Information: Academic Advising, Driscoll Center South
2050 E. Evans Avenue, Suite 030, Denver, CO 80208
Phone: 303-871-2455 Fax: 303-871-3331 Email: advising@du.edu
Website: www.du.edu/studentlife/advising

ATHLETICS AND RECREATION (DANIEL L. RITCHIE SPORTS AND WELLNESS CENTER)

The Daniel L. Ritchie Sports and Wellness Center was designed with a simple mission – to create, promote, and sustain recreation and sport programs for DU Students, Faculty, Staff, and the surrounding Denver community.

The Ritchie Center is home to nationally recognized venues that include Magness Arena and Coors Fitness Center; as well as Denver's only Olympic Size swimming pool located within El Pomar Natatorium. The 440,000-square-foot facility is the home to Denver Pioneer Athletics as well as a variety of student and community sport and wellness programs. Additionally, the building is host to national touring events and concerts of top name performers and speakers.

Eight of DU's sports are ticketed and students receive exclusive discounts and access to tickets. As a student, **your DU ID is your ticket to home athletic events (*hockey sold separately*)**. Visit the NEW student courtyard located at the South Entrance of the Ritchie Center for pregame activities throughout the year for home basketball games and hockey. For athletic events other than basketball visit the Ritchie Center North Box Office to secure your ticket to home athletic events. You simply swipe your DU ID card at the South entrance for a ticket to all men's and women's basketball.

Tickets are sold on a first come, first served basis, and sell out every year. If you choose not to buy a season pass you can come to the North Box Office Monday – Friday of the game week and purchase a \$5 ticket based on availability.

All sports compete out of the Daniel L. Ritchie Center and students can visit the Ritchie Center North Box Office for tickets, or get additional event information by calling 303.871.2336 or visiting www.denverpioneers.com.

Find friendly competition and new friends through either the University of Denver's popular Intramural or Club Sports Programs. Students should stop by the Intramural and Club Sports desk at the Student

Program Tower located in Stapleton Tennis Pavilion, or visit the DU Recreation website for more information on the sport leagues and clubs that DU has to offer.

Contact Information: Daniel L. Ritchie Sports and Wellness Center
2201 E. Asbury, Denver, CO 80208
Phone: 303-871-2275 Website: www.recreation.du.edu

CAMPUSSAFETY AND PARKING SERVICES

Campus Safety

Campus Safety focuses its efforts on the safety of DU students, faculty, staff and visitors. Campus Safety personnel are highly trained, proud professionals dedicated to serving the DU community.

Campus Safety is available 24 hours a day, 7 days a week. Officers are radio-dispatched and can respond to your needs within minutes. To aid you when walking on and around campus, blue light phones have been strategically placed on campus near academic buildings, common areas and parking lots. If the need arises, Campus Safety Officers are available to provide foot escorts to your vehicle or on-campus residence. Campus Safety's numbers are 303-871-2334 (non-emergency) or 303-871-3000 (emergency).

Parking Services

There are two types of parking lots on campus: lots that require a permit and paid hourly lots. Students living in on-campus housing with a vehicle on campus are required to purchase a University of Denver parking permit (General or Restricted). *Parking on residential streets is prohibited.*

Parking Permits

Permits are sold via a secure web site. The web address is: www.parking.du.edu

Step 1: Review the information needed to select and purchase a permit for your customer group, including prices, which is under the “Permits” tab. Restricted parking permits are sold on a first-come, first served basis until sold out. General and Night/Weekend permits can be purchased at anytime throughout the school year. All permits are sold online at www.parking.du.edu. Motorcycle permits are the only permits sold in person at the Parking Office.

Step 2: Select the “Purchase Permits” tab located on the top right side of the Permit Information page. You will be directed to an Account Login screen.

Step 3: Enter your DU ID number and password. Your password is the same password used to access WebCentral.

Timeline for students to purchase for a parking permit:

Student Population	Sales begin	Student Billing Deadline	Restricted Permit Deadline
Commuter Students	April 25, 2011	August 7, 2011 (credit cards payments only after deadline)	First-come, First-served until sold out
Resident Students*	July 18, 2011	August 7, 2011 (credit card payments only after deadline)	First-come, First-served until sold out

* Resident students can only purchase a permit after they have received confirmation of their room assignments.

Students who were unable to purchase restricted (gated) lots may still purchase other types of permits (Generals and Night/Weekends) on our web page at any time. When a lot’s permit allocation is reached you may purchase your 2nd choice and put your name on the waitlist for your first choice. We will make periodic waitlist offerings as space becomes available in order to optimize the utilization of a lot. The only way to purchase any parking permit is online at www.parking.du.edu.

IMPORTANT: Due to the high demand for parking spaces at the University of Denver, parking lots must be monitored seven days a week, 24 hours a day, to ensure availability for permit holders. All vehicles parked in a Restricted or General parking lot must display a valid DU parking permit. Permits are not valid for specifically reserved spaces. Any vehicle not displaying a proper permit will be ticketed. Initial parking fines range from \$15 to \$100. Unpaid tickets will result in a hold on a student’s registration and may result in the vehicle immobilization or the car being towed. Unregistered vehicles are subject to the same rules and regulations as registered vehicles.

Lot Information

General Lots: These lots are available on a first-come, first-served basis for those individuals displaying a valid University parking permit. General lots are identified by yellow signage at the lot entrance and by a 100-series number. Restricted permits and General permits are valid in General lots at all times. A Night/Weekend – Basic permit is valid from 4 pm to 6 am, Monday through Friday, and all times on weekends in General lots. Several Restricted lots (including Lots F, H1, O, Q and W) become “General” lots from 4pm to 6 am, Monday through Friday and all times on weekends. General - Basic permits and Night/Weekend - Basic permits are sold through-out the year on an unlimited basis by visiting our secure web page at www.parking.du.edu.

Restricted Lots: These lots are gated and controlled by card access. The gates are down, depending on the lot, either 24/7 or only during the hours of 4am to 4pm. A Restricted lot permit is valid only at one corresponding Restricted lot and any General Lot. A University ID card is used to gain entry into these lots. Only a limited number

of permits are sold for each of these lots. We control the amount of permits sold into these lots to help ensure that a parking space is available when a permit holder desires to park. We do our best to ensure there is always a place to park, however, at the highest demand times, it is not guaranteed. Overflow parking is directed to General parking lots.

Contact Information: Parking Services Office (open Monday through Friday 9:00-5:00pm)
2130 S. High Street, Denver, CO 80208
Phone: 303-871-3210 Website: www.parking.du.edu

CAREER CENTER

The Career Center serves as a career planning and internship/job search center for the University. Students can utilize the following specialized services:

- Individual career counseling, career planning, and goal-setting assistance;
- Career interest and personality testing;
- Resume and cover letter critiques;
- Video recorded practice interviews;
- Job/Internship search assistance;
- Online job database for professional full-time and part-time positions;
- Online local, national, and international internship database shared with 21 prestigious private universities;
- On-campus interviewing with regional and national employers;
- Resume books for students and alumni to post resumes for Career Center approved employers to view;
- Employer contacts;
- Three annual career and internship fairs;
- Employer events and information sessions;
- Professional online network database;
- Workshops and presentations to classes and student organizations regarding career and job search- related topics; and
- Extensive online resources and a career library containing information on career options, graduate schools, and employers.

Please visit the website at www.du.edu/studentlife/career for additional information or call 303-870-2150 to schedule an appointment.

CENTER FOR MULTICULTURAL EXCELLENCE

Mission

To advance a culture of Inclusive Excellence and diversity at the University of Denver

Approach

To achieve our mission, the Center for Multicultural Excellence provides a continuum of services and supportive programming designed to impact:

- **Campus Climate:** A campus environment that encourages diverse perspectives, and celebrates and values difference.
- **Compositional Diversity:** Recruitment, retention and success of multicultural students, staff, faculty and administrators.

- **Embedding Inclusive Excellence:** Integration of inclusiveness into all aspects of the University of Denver. This includes, but is not limited to, hiring processes, annual performance reviews, course evaluations, marketing, physical space/environment, learning outcomes, curriculum, campus activities, and overall policies/procedures.

Stakeholders

Our efforts are designed to address the needs and interests of all of DU's community members including students, staff, faculty, administrators, trustees, alumni and community groups representing different social identity groups including gender identity, gender expression, race, ethnicity, religion, nationality or national origin, disability, sexual orientation, age and other major social dimensions found on the DU campus.

Programs

CME offers a wide range of programs and training to help individuals from various backgrounds to interact and learn from each other while identifying ways to create a welcoming campus climate for every DU community member. CME staff offer the following workshops, available on request for groups or with open enrollment as indicated:

- **Queer & Ally (Q&A) Trainings:** Open-to-individuals trainings are offered each quarter, and Level 1 sessions can be scheduled for offices, classes and organizations.
- **Introduction to Strengths and Exploring your Strengths:** This two-part training, offered with DU Human Resources, uses the StrengthsFinder® instrument to identify, understand and apply what we do best.
- **Inclusive Excellence in Practice:** In partnership with Human Resources, this two-hour session introduces the institutional commitment to Inclusive Excellence and how it impacts our work experience and performance. Participants gain an enhanced understanding of and at least one action for contributing to IE at DU.
- **Service Excellence: Meeting Stakeholder Needs:** Another partnership with Human Resources, this two-hour session explores how the diversity of identities, experiences and communication styles impact our work interactions, and provides tips for more effectively understanding and engaging our diverse colleagues and clients.
- **Inclusive Excellence: At Work in Our Area:** This six-hour model engages specific work units to introduce Inclusive Excellence and related concepts, explore their impact on the operations of and dynamics within the unit, and develop initial work plans for better engaging IE in individual and team efforts by request.

For Human Resources-connected sessions, employees can check the monthly-delivered Training & Development Update hardcopy fliers or their online calendar (select Training: HR under the Administrative Events section of the Choose Calendar menu).

Custom Workshops

We can also work with you to adapt existing or create entirely new workshops whose content and schedule best meet the needs of your unit or organization. Contact our office to discuss options.

Consultations

In some cases, individuals or units/organizations can benefit from a conversation instead of or before a dedicated training. Our staff is happy to meet in person, speak by phone, or even email, to discuss specific situations or general approaches for greater inclusion. We can connect you to useful on- or off-campus resources, consider whether/what trainings might be effective, suggest possible proactive/reactive steps, and more.

Contact Information: Center for Multicultural Excellence
 1981 S. University Boulevard (at Asbury)
 Phone: 303-871-2942 Email: cmeinfo@du.edu
 Website: www.du.edu/cme

CENTER FOR TEACHING AND LEARNING

The mission of the Center for Teaching and Learning (CTL) is to promote and support a culture at the University of Denver that values and rewards excellence in teaching and learning by:

- providing professional development opportunities to improve teaching practices for new and experienced faculty members
- developing and supporting state-of-the-art technology and web-based applications that enhance student learning
- collaborating with faculty on innovative teaching projects

Hence, our mission supports the University's mission "to promote learning by engaging with students in advancing scholarly inquiry, cultivating critical and creative thought and generating knowledge." Our goals also reflect those of the university.

- **Learning:** To support faculty in achieving full potential as teacher/scholars in pursuit of enhanced student learning
- **Scholarship:** To support effective, evidence-based and inquiry-based scholarly teaching among our faculty
- **Community:** To serve as a hub for exploration, development and dissemination of technology for teaching and scholarship

Visit the CTL website (www.ctl.du.edu) for a comprehensive list of Teaching Resources and Academic Technologies available at DU.

Contact Information: Center for Teaching & Learning
Aspen Hall (first floor, northern wing)
2280 S. Vine Street, Denver, CO 80208
Phone: 303-871-2084 Email: ctl@du.edu

OFFICE OF STUDENT CONDUCT

Office of Student Conduct (OSC) at the University of Denver supports the University and Student Life Division missions by providing programs and services designed to foster a positive and safe environment for student learning. OSC strives to achieve a campus community in which individuals:

- demonstrate respect for others, for themselves, and for the University;
- uphold high standards of personal and academic integrity;
- honor differences and gain an appreciation for living in a diverse society;
- understand the impact of their behavior both upon the University and the surrounding community;
- freely accept the responsibility for and consequences of their behavior; and
- seek opportunities to repair harm that they caused through a restorative process.

OSC Staff are available to answer questions and hear concerns about the areas listed above. Feel free to contact us at ccs@du.edu and/or 303-871-4504.

DISABILITY SERVICES PROGRAM (DSP)

The Disability Services Program (DSP) at the University of Denver coordinates appropriate and reasonable accommodations to afford equal opportunity and full participation in University programs for undergraduate and graduate students with documented disabilities.

Current documentation of disability is required in order to grant accommodations and students must complete a Student Intake packet where accommodations are formally requested. This information is kept separate and confidential and is not part of DU academic records.

Policies and procedures for students with disabilities are outlined in the Handbook for Students with Disabilities, www.du.edu/studentlife/disability/dsp/index.html. The Student Intake packet and other forms and information can also be found on the DSP website. The handbook and forms are also available in hardcopy or in alternate formats when requested.

Students wishing to request accommodations should contact the DSP staff; appointments are not required, but may be helpful in expediting the accommodations process. DSP is located in Ruffatto Hall, 4th floor; 1999 E. Evans Avenue and can be reached via phone at 303-871-2372

The College of Law, Graduate School of Social Work (GSSW), the Women's College, and University College, and other selected departments/programs, have designated disability liaisons who can assist with the provision of accommodations. Students enrolled in these programs should contact DSP as soon as possible but will often work with both the disability liaison and a DSP staff person in arranging and implementing accommodations. Contact DSP for the name and contact information for DSP liaisons.

LEARNING EFFECTIVENESS PROGRAM (LEP)

The Learning Effectiveness Program (LEP) at the University of Denver is an academic support program for undergraduate and graduate students with learning disabilities (LD) and/or Attention Deficit/Hyperactivity Disorder (ADHD) enrolled at DU. Students elect to enroll in the LEP, a fee-based program offering comprehensive academic support services. Students enrolled in the LEP sign a one-year contract each year.

Academic Counselors

The cornerstone of the LEP is the contact and relationship that students enrolled in the program have with their assigned academic counselors. The academic counselors provide academic support to students, including the following:

- assisting with written and expressive language assignments
- developing organizational and learning strategies
- instructing on time management
- providing tutorial support

Tutors

To meet the needs of students enrolled in various degree programs, the LEP offers discipline-specific tutorial support in addition to the services of the academic counselor. The tutorial staff of the LEP is comprised of adjunct faculty, graduate students, and upper-division students who have demonstrated a solid mastery of their discipline. Regular tutoring is available in the LEP weekly; additional tutoring times may be scheduled.

Both DSP and LEP offices are located in Ruffatto Hall, 4th floor; 1999 E. Evans Avenue Office hours are Monday through Friday 8:00am to 5:00pm. Counselor hours vary.

COMPARISON OF PROGRAMS	
Disability Services Program (DSP)	Learning Effectiveness Program (LEP)
Accommodations for students with diagnosed physical, psychiatric, and learning disabilities	Services for students with learning disabilities/challenges and/or ADHD
Free	Fee for Service
Appropriate and reasonable accommodations (not an inclusive list)	Extended services
Test Accommodations Alternate Format Text Liaison to instructors and departments Course substitutions Sign language interpreters Library assistance	Individualized support/ weekly meetings with academic counselor Writing development Content area tutors Time Management Organizational Skills training Library orientation and research assistance
Ruffatto Hall, 4 th floor, 1999 E. Evans Avenue	
303-871-2372 303-871-2278 303-871-7432	303-871-2372

GENDER VIOLENCE EDUCATION AND SUPPORT SERVICES (GVESS)

The Gender Violence Education and Support Services office in the Student Life Division provides advocacy and support for students, staff, and faculty who have been affected by gender violence. Services from this office can be accessed for free and are confidential.

GVESS's mission is:

- To provide safe and confidential resources and assistance to survivors of gender violence, and their friends and families
- To educate the campus community on gender violence and its effects
- To provide primary prevention initiatives
- To enhance the experience of all students, staff, and faculty in conjunction with the University of Denver's mission and Student Life Division's mission

The GVESS office provides services to all who need them regardless of race, color, national origin, age, religion, disability, sexual orientation, gender, gender identity, marital status, and veteran status. Services include:

The Sexual Assault Survivor Advocate (SASA) Network

An on call team of advocates available to offer advice and referrals to survivors of sexual assault, services are free and confidential. The SASA Network is on call 24/7 throughout the year. Please contact us at 303-871-3456.

Individual advocacy and support

Schedule an appointment for information and support if you are a survivor. Friends and family members of survivors are welcome to contact our office as well.

The Gender Violence Resource Center (102 Nelson Hall)

A library of books, journal articles, and DVDs that deal with gender violence. Materials are available for check out to members of the DU community;

Training and Education

The GVESS office can offer a variety of gender violence workshops for your department, your class, or a student organization you belong to.

Definition of Gender Violence

Gender violence includes sexual assault, stalking, dating violence, and domestic violence. Sexual assault is any act of sex without consent. If you are under the influence of alcohol or other drugs, Colorado law states that you may not be able to give consent. Dating and domestic violence can take many forms including but not limited to emotional, physical, economic, and verbal abuse. Stalking is increasing in prevalence especially with the popularity on online social forums. Anyone can be a victim of gender violence. An important bottom line to remember is that the victim is **never** to blame. Gender violence centers on the perpetrator exerting power and control over another person, whether that person is their partner, a classmate or a stranger, not the actions of the survivor.

How can we help?

The Office of Gender Violence Education and Support Services can offer support, guidance, and advocacy for survivors of gender violence and their friends and family.

DU and Local Resource Numbers

DU Gender Violence Education and Support Services	303-871-3853
DU Sexual Assault Survivor Advocate Network	303-871-3456

Contact Information: 103 Nelson Residence Hall, Denver, CO 80208
Phone: 303-871-3853 Email: gveess@du.edu
Website: www.du.edu/studentlife/Sexual_Assault

GRADUATE STUDENT ASSOCIATION COUNCIL (GSAC)

The Graduate Student Association Council (GSAC) is your representative graduate student association (GSA) at the University of Denver. Comprised of members from each graduate unit's respective student associations, GSAC plays a unique role as the lead advocate for the interests of DU's entire graduate student community. The GSAC's mission is to foster a sense of community among graduate students and to represent that community and its interests before DU's administration.

GSAC Academic Year Highlights

Fall Quarter 2010

- GSAC organized an orientation resource fair aimed at recruiting new graduate students connected with campus services and programs. There were approximately 250 graduate students in attendance.
- GSAC organized the third annual 'Grad Games,' bringing graduate students from various programs of study together for some friendly competition with approximately 75 participants.
- GSAC, along with the Office of Graduate Studies, helped to draft the policies and guidelines for a new \$25,000 Graduate Student Professional Development Fund pushed forth by the 2009-2010 GSAC members.

Winter Quarter 2011

- GSAC sponsored Grad Night at a DU Men's Basketball game, connecting students from various programs through common interest for a fun experience.
- GSAC, along with the Undergraduate Student Government and the Student Bar Association (SBA), helped the Inclusive Excellence Advisory Board organize open forums for DU students to provide their input on the new Inclusive Excellence Strategic Plan.
- GSAC worked with the Center for Multicultural Excellence to bring graduate workshops back to DU. The workshop topics included, "how to make the most of a conference" and "how to become a faculty member."
- GSAC donated \$500 towards the University of Denver's 10th Annual Diversity Summit on Inclusive Excellence.

Spring Quarter 2011

- GSAC and the SBA, in an effort to create closer ties to administration, attended a dinner with the Chancellor and other university administrators.
- GSAC created a friendly competition amongst all graduate programs to help raise money for the March of Dimes.
- GSAC will work with the Center for Multicultural Excellence to offer additional graduate workshops.
- Over the course of the year, GSAC provided conference and research funding to graduate students through the \$25,000 Graduate Student Professional Development Grant, helping them with expenses incurred while going to professional conferences and conducting research.

For more information and to learn how to join the Graduate Student Association Council, visit www.du.edu/gsac or contact us by email at gsac@du.edu.

HEALTH AND COUNSELING CENTER (HCC)

The Health and Counseling Center (HCC) is an outpatient, on-campus facility that provides a wide range of medical and mental health services. Physicians, nurses, psychologists, physician assistants, gynecologists, nutritionists, and other professionals staff the center. Paying the DU Health and Counseling fee in combination with the DU Student Health Insurance Plan (SHIP) covers the costs of most services. The HCC staff adheres to strict confidentiality requirements so patients and clients can be assured of privacy. We're located in the Ritchie Center on the 3rd Floor (use the North entrance off Buchtel Boulevard).

Health and Medical Services

- General medical care
- Same day appointments for illness/injury
- Referral Services
- Specialist services: dermatology, gynecology, nutrition
- Immunizations, injections, allergy shots, and EKG's
- Lab tests and confidential HIV testing
- Discounted medications and birth control
- Travel health consultations
- After hours on-call service

All students enrolled for academic credit (full-time or part-time; undergraduate or graduate) may use the HCC. Students' spouses are also welcome for general medical care. Services are available between the hours of 8 to 5pm Monday, Wednesday, Thursday, and Friday, and 9 to 5pm on Tuesdays.

Counseling Services

- Counseling/Psychotherapy (individual, couples, group) – brief therapy model for students
- Psychological testing (e.g., for learning disabilities and attention deficit disorder)
- Crisis intervention services (24 hours/day, 7 days/week)
- Psychiatric consultation (medications) when referred by HCC staff
- Consultation/outreach
- Health psychology and behavioral medicine
- Training and research

Urgent (same-day crisis) appointments can be arranged by calling the front desk. Potential clients are encouraged to use the website at www.du.edu/duhealth/counseling/index.html to get more information regarding services, find out interest and expertise areas of the staff members, and access helpful links.

Health Promotion and Education

College student specific health information and programs on a wide variety of topics

Tobacco cessation services available to students who are ready to quit or thinking about quitting

Various student, staff, and faculty events throughout the year sponsored by the HCC

Contact Information: Phone: 303-871-2205 After Hours: 303-871-2205

Email: healthpromotion@hcc.du.edu Website: www.du.edu/duhealth

HEALTH INSURANCE SCHOLARSHIP

Scholarship Overview

The GTA/GRA Health Insurance Scholarship covers the cost of the DU Student Health Insurance Plan (SHIP) and the Health & Counseling Center Fee. If a student meets ALL of the eligibility requirements, they will receive an email in late August or early September with instructions on how to receive this scholarship. Eligibility is determined one time per year in the fall and coverage runs from September 1st through August 31st.

Eligibility Requirements

To be eligible for the GTA/GRA Health Insurance Scholarship a student **must** meet all of the following criteria:

- Have a full-time appointment as a GTA or GRA for fall, winter, and spring quarters.
- Complete the requirements of their full-time appointment as a GTA or GRA for fall, winter, and spring quarters.
- Have a tuition waiver offer from their department averaging at least 8 credit hours for the fall, winter, and spring quarters (for a total of at least 24 credits).
- Register for and complete an average of 8 credit hours during the fall, winter, and spring quarters (for a total of at least 24 credits of actual course work, not including Continuous Enrollment).
- Must not be registering for Continuous Enrollment (CENR) alone in any one of the three quarters.
- Must complete the online acceptance process by the annual fall quarter deadline (see Procedures below).

Please Note: After accepting the scholarship, failure to fulfill any of the above listed requirements may result in a hold being placed on the student's account. The hold will not be removed until they have repaid the Health Insurance charges.

Procedures

The following process will be followed to determine eligibility for and payment of the GTA/GRA Health Insurance Scholarship (from here on referred to as “scholarship”):

1. Departmental administrators must enter GTA/GRA data into the Banner system Financial Aid Award (RZAAWRD) and Assistantship (SGAASST) forms.
2. The Office of Graduate Studies places a scholarship offer on the Financial Aid accounts of students with tuition waiver offers of 24 credits or more.
3. Graduate Studies runs a report to identify students who are eligible for the scholarship, and sends each eligible student an email to their DU email account in late August or early September containing instructions for receiving the scholarship.
4. Eligible students who wish to receive the scholarship must complete the acceptance process by the deadline indicated in the email.
5. Once the acceptance process has been completed by the student, Graduate Studies will satisfy the requirements of the award, and authorize the release of payment to the student’s account.

The award payment will automatically be applied to the eligible student’s account if the student:

1. Has registered for classes.
2. Has been assessed the DU Health Insurance Plan and/or the Health & Counseling Fee (either auto-assessed or arranged by the student through the Health Center).
3. Has NOT waived the DU Health Insurance Plan and/or the Health & Counseling Fee online.

Important: If a student does not meet all of the eligibility requirements, but has been told by their department that will receive the scholarship, they should contact the Office of Graduate Studies at 303-871-2649 or gstbud@du.edu.

For questions about coverage under the DU Student Health Insurance Plan (SHIP) or the Health & Counseling Center Fee, please contact DU Student Health and Counseling at 303-871-4136 or by email at insurance@hcc.du.edu. You can also visit: <http://www.du.edu/duhealth>.

HUMAN RESOURCES

DU Human Resources is available to support you in your employment and work at the University of Denver. We can answer your questions about benefits (including health insurance), employment, professional development and effectiveness – or point you in the right direction. We hope you will take advantage of the professional opportunities and personal rewards that working at DU offers.

As employees of the University, you have a responsibility to ensure a safe environment and climate of excellence. This responsibility includes understanding and acting upon University policies designed to ensure:

- Zero tolerance for illegal discrimination in educational or employment opportunity
- Zero tolerance for violence in the campus workplace
- Adherence to University policies on the use of alcohol and controlled substances

Other support and key services offered by DU Human Resources are:

- Benefits information (under “New Employees” – “Non-appointed” on the HR website)
- Access to more than 4,000 online professional development courses, as well as other training and development resources
- Employment resources - applicant and manager information

We encourage you to use your GTA position to develop your professional and leadership skills. Contact the Office of Organizational Effectiveness (Sharon Gabel) in Human Resources for personalized career and professional development consultation.

Contact Information: Human Resources
2199 S. University Boulevard, Mary Reed 4th Floor, Denver, CO 80208
Phone: 303-871-7420 Website: www.du.edu/hr

OMBUDSMAN'S OFFICE

The Ombudsman's Office at the University of Denver provides confidential and informal assistance to anyone having problems with or within the University. Detailed information and resources are available on the website: <http://www.du.edu/ombuds>

Contact Information: Phone: 303-871-4712 Fax: 303-871-2748 Email: ombuds@du.edu

PAYROLL

Sign Up for Direct Deposit

1. Go to <http://webcentral.du.edu> sign in with DU ID# and Passcode
2. Click on tab My Web
3. Select "Employee Information"
4. Select "Pay Information"
5. Click on "Modify Direct Deposit"
6. Enter bank information click on save
7. If you are splitting your check make sure the account that has the "Remaining" amount is Priority 2
8. Done!

Verifying Direct Deposit

1. Log on the WebCentral using your DU ID and passcode
2. Click on "Employee" tab
3. Click on "Pay Stub" link in the "employee Information" section
4. Click "Display" to access and review all pay information

PENROSE LIBRARY

Penrose Library offers a full range of services and resources—paper and electronic—supporting all academic disciplines at the University. The Penrose Library building is under renovation through December 2012. During the renovation, most library services can be found in Penrose@Driscoll, our temporary library in the Driscoll Student Center North, which includes Circulation (book and materials check out), Course Reserves, the Research Center, the Writing Center, the Math Center, and a computer lab. Penrose@Driscoll is open seven days a week, including 24 hour-a-day access five days a week during the quarter terms. Special Collections, Library Administration, the Center for Teaching and Learning, and the Writing Program are in Aspen Hall, and UTS laptop support is in the UTS building.

The starting point for library research is the Penrose Library website: www.library.du.edu. Search for books and scholarly articles together using the Summon search on the "Articles & More" tab. You can also search the library catalog on the "Books & More" tab or search from among millions of articles in the library's subscription databases

using the “Databases” tab. Since books and other materials are stored off site in the Hampden Center during the renovation, you will need to request materials online in advance using the “Request It” button in the online catalog. Books and other materials will then be delivered to Penrose@Driscoll within a few hours and you will receive an email letting you know they are ready for pick up. Graduate students can check out books for 10 weeks and DVDs for one week. The library also provides access to hundreds of thousands of electronic books, online test preparation services, language learning resources such as Rosetta Stone, and access to other libraries through Prospector and Interlibrary Loan.

The Research Center should be a student’s first point of contact for questions about locating books, finding articles on a specific topic, or using electronic resources. You can ask questions at the Research Center in Penrose@Driscoll in-person, by calling 303-871-2905, emailing research-help@du.edu, or chatting with staff via the website. Staff is available to answer your questions seven days a week.

For more in-depth assistance, one-on-one research consultations are available on a drop-in basis or by appointment at the Research Center. Consultations can help you at any stage of the research process and on any type of project—from a short paper to a thesis or dissertation. We provide expert guidance at all levels: demystifying library research for undergraduate students, helping graduate students on large projects over time, working with faculty to design new courses and write literature reviews, etc. Graduate students usually find it helpful to set up an appointment in advance so they can meet with the subject librarian for their discipline. Appointments can be made at www.library.du.edu (click on “Students” and look under “Research Help”) or by phone at 303-871-2905.

The library offers a number of open workshops for students and faculty on topics such as Google Scholar, RefWorks, and finding grants. Schedules for these workshops are posted on the homepage of the library at the start of every quarter. Librarians are also available to teach workshops for students that review the research process, explain how to access materials through the library, and introduce students to specialized resources in their field. Workshops can be tailored to specific subjects and assignments and can be held at the library or in your regular classroom.

TRANSPORTATION CENTER

Multi-Modal Transportation

The University of Denver is committed to minimizing traffic and pollution in and around campus and encourages students, faculty, and staff to leave their cars at home whenever possible. To help promote transportation options, the University established the Transportation Center - a one-stop shop for information about alternatives to driving alone. The office is located at 2130 S. High Street, in the Evans Ave. parking structure.

Passes

A Regional Transportation District (RTD) College Pass is included in full-time graduate student fees. This very-reduced price, all-access benefit is provided in the form of a sticker on the student's ID card and it enables the student to use all of RTD's bus and light rail services at no charge during the academic year. Users simply show the driver their pass (ID with sticker) as they board the bus or to a light rail attendant if asked. The Transportation Center issues the RTD passes Monday through Friday, from approximately 9 am to 4 pm. (*Note-- A few grad programs do not assess the College Pass fee, and those students are not eligible for the pass—details at the Transportation Center or on the web at www.du.edu/transcenter.)

Light Rail

One of thirteen southeast light rail stations is located at the north end of campus, at High Street and Buchtel Boulevard. This "University of Denver Station" makes it even more convenient to get around without a car, going to Downtown Denver venues as well as the Denver Tech Center and Aurora. Transportation Center staff is happy to help students with RTD bus and light rail route and schedule information; or visit RTD's website, www.rtd-denver.com to use their Trip Planner tool.

Bicycles

It is recommended that anyone bringing a bike to campus register it with Campus Safety. Registration is easy, free and can be done on the web at <http://www.du.edu/campussafety/crimeprevention/bicycle.html>. In addition, the Transportation Center has information about bike routes and safety, including advocating the use of a "U- lock" as required by Campus Safety. These are available in the Bookstore, at the Parking Office, and in local bike shops.

THE WRITING CENTER AND THE WRITING PROGRAM

DU's national award-winning University Writing Program leads four connected writing initiatives on campus: the First Year Writing sequence, the Advanced Seminar Course requirement, Writing in the Majors, and the University Writing Center.

The Writing Center provides writing help for all students, from first-year to graduate students, at all stages of their writing processes. All writers who want feedback from an informed reader, or who want to hone their skills with the help of an expert writing consultant, are welcome to use our services. 50% of the people we worked with last year were graduate students working on theses, dissertation chapters, or articles for publication.

You might find it helpful to know that by the end of their first year, most undergraduate students will have completed a first year seminar that generally features considerable writing and a two-course writing sequence. WRIT 1122 teaches rhetorical strategies that are vital in writing arguments for well-educated readers. WRIT 1133 teaches strategies needed for research-based writing in diverse academic and nonacademic situations. You might also find it helpful to know that students must complete a writing-intensive Advanced Seminar as the capstone of DU's common curriculum requirements. Detailed descriptions of Writing courses and requirements can be found on the Program's web site: <http://www.du.edu/writing>

The Writing Program also provides support for faculty. If you'd like advice on creating effective assignments or on how to respond efficiently and effectively to student papers, please contact us. We can provide individual consultations with you or workshops for your class. Please contact writing@du.edu or call 303.871.7448.

The Writing Program's Director is Dr. Doug Hesse, and the Center's director is Dr. Eliana Schonberg. Twenty writing program lecturers provide campus expertise.

GUIDELINES FOR GTAS IN THE LABORATORY/CLASSROOM

The Nuts and Bolts of Being a Competent GTA

1. **Organization:** The importance of being organized and prepared for each session cannot be overemphasized. Students respond well to an organized instructor and are much more likely to be prepared for lab when they know that their instructor (you!) is also prepared. At the beginning of each term, you will typically meet with your faculty supervisor to receive specific instructions and guidelines. Although the duties will vary by department and by course, it is likely that you will be expected to:

- Be thoroughly prepared for each session. This may include reading student assignments, working pre-lab worksheets, and reviewing calculations/computer activities that are be part of the session
- Grade reports and prelab exercises
- Grade homework/exams for lecture professors
- Proctor exams for lecture professors
- Attend weekly GTA meetings
- Hold office hours and/or help desk hours during the week

With these duties in mind, it is strongly recommended that you sit down and organize your weekly calendar, setting aside time when you will get ready for each session, grade papers, attend weekly meetings, hold office hours, etc. Also note your own class schedule on the calendar and allow large blocks of time for your own study.

2. **Safety:** If you are serving as a GTA in a science lab, you are responsible for the safety of all students so it is important that you are aware of the safety issues associated with each lab. Communicate these issues to the students at the beginning of each session. Look for safety problems or other hazards and take the responsibility of dealing with them by either taking care of them yourself or by notifying the lab manager in your department. You may also be required to attend a general laboratory safety training session.
3. **Grading and Office Hours:** GTAs are teachers and hence must meet performance standards that are expected of all teachers in the department or division. Specific standards will vary by department and should be clarified at the beginning of each term. Some common guidelines include:
 - Maintain grade and attendance records carefully with no missing or incorrectly recorded grades. Loss of grades is SERIOUS. A reliable backup for grading records should be established.
 - Grade all assignments and return them to students in a timely fashion.
 - Be consistent in your grading across all sections you are supervising. Talk with the course instructor about grading expectations and how to evaluate student performance. Grading must be accurate and appropriate feedback (for example, written comments) should be given to students.
 - Be in the office during your established office hours. They must be able to find you during these times.
 - Verify that all information you are providing to students is correct. This includes content information about the subject you are teaching, and grading and administrative policies and procedures. If you don't know or are not sure about something, it is your responsibility to find it out.
 - Be on time to your lab session. If you start class late, your students may not have enough time to complete the required in-class exercises and may be less likely to be on time themselves.
4. **Conduct**
 - Assume the professional roll as teacher to your students.
 - It is natural to like some students better than others, but it is imperative that you show no preferential treatment or favoritism to individual students either in the class or outside of class.
 - Be engaged with students during class time, help desk, and/or office hours. If you are conducting a lab, help students who have questions on the lab. When there are no questions, circulate among the lab groups and make certain that all students are on-track.
5. **Getting started:** Students will not necessarily know what it takes to be successful in your class and this will lead to frustration on everyone's part. They won't understand what they are supposed to do and you won't understand why they are not performing well. This can be alleviated from the very beginning if you will simply tell your students how to succeed! This might include a discussion of study habits as well as giving them a handout such as the one in "Successful Beginnings" (page 30). Other tips include:

- Clarify attendance, tardiness, and grading policies (and stick to these policies!).
- Accommodate students with special needs.
- Discuss academic integrity issues and the DU honor code.

6. **The First Day:** You are likely to not have sufficient time to carry out all of these suggestions, but choose at least one that lets you find out who your students are (for example one of the “Student disclosure exercises” on page 45), and one that lets your students find out who you are and what the class is about (for example, see pages It is amazing how simple activities like these can help reduce any stresses that the students may feel and create a welcoming environment. When students feel welcome in the class, they will work harder and learn more!

The Art of Being an Exceptional GTA

The next step is to consider ways that will move you from being a good GTA to being an exceptional one. Here are a few ideas for you to think about as you begin your teaching assignments.

Students want to feel that you care about their learning and are willing to help them. Think about the course as a cooperative effort between you and your students, and communicate to the students your desire that they learn the material.

Students want to feel comfortable in asking you questions, and secure in the knowledge that you will not belittle them or their comments. Because you are their teacher and you have power over a portion of their lives, what you say to them can carry more meaning than if you were talking to one of your peers. Hence, it is important to be careful about sarcasm, teasing, and joking around - these can be easily misinterpreted.

The person who learns the most in any teaching situation is nearly always the one who is doing the teaching!! Hence, give your students a chance to be the “teacher.” For example, perhaps let them give the short introduction to the lab/class topics or report on the meaning of their results to the rest of the class.

There are many helpful hints available from your professors, other GTAs, on the internet, in books on teaching strategies and many others for dealing with promoting student participation and motivation, creating a truly interactive learning experience for your students, decreasing classroom incivility, etc. Find opportunities to discuss issues with your faculty supervisor and others.

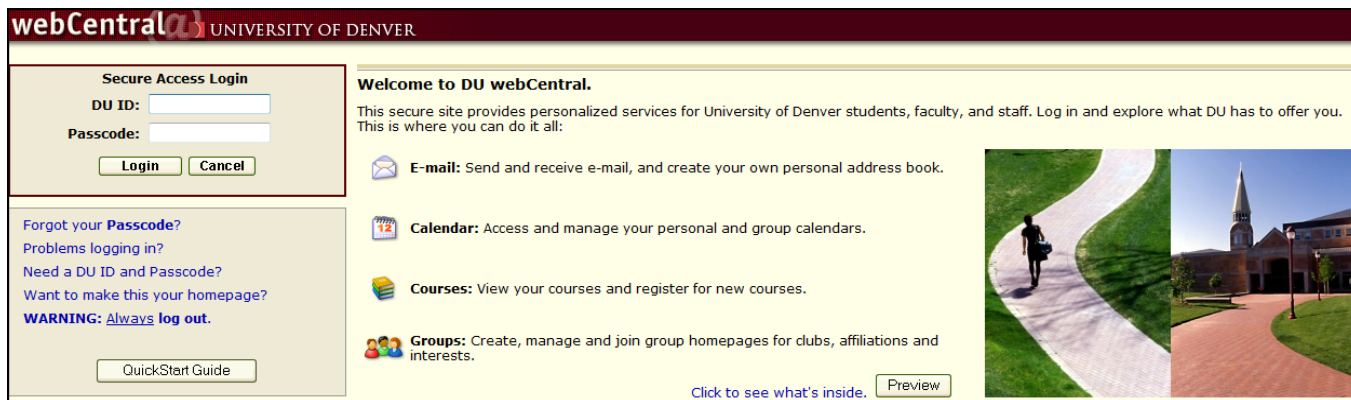
Finally, take responsibility for and ownership of your teaching to make this the best experience for you and your students.

WEB CENTRAL

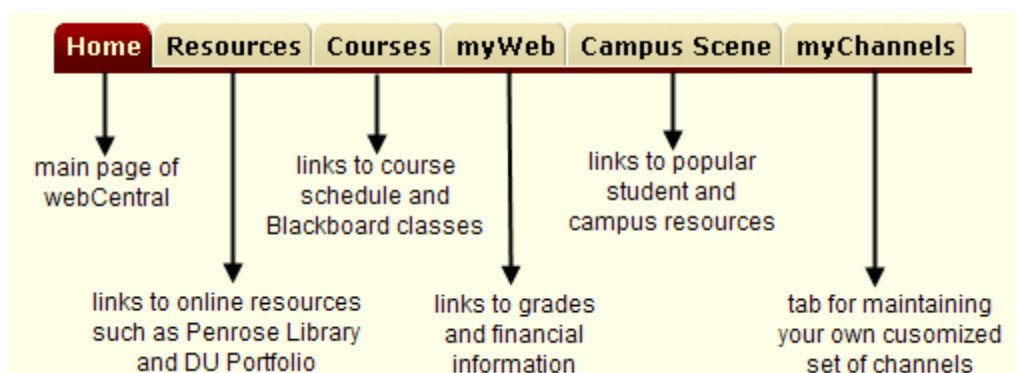
DU’s webCentral is an online portal designed for all DU students, faculty, and staff. With a single login and password you can access information such as your email, calendar, and Blackboard. You can customize the various screens to meet your unique information needs.

Login

You will need your DU ID and Passcode to access webCentral. To login to webCentral go to <http://webcentral.du.edu> or click on the link on the Current DU Student homepage



Enter your DU ID and Passcode and click the Login button. If you do not have a DU ID or you are having trouble with your Passcode, contact University Technology Services at 303-871-4700. After you've logged in you should see this screen:



Customizable channels

Tabs and channels can be changed within the My Account link for a more customized environment. Note that though most are customizable, some channels and tabs are locked in place by the University of Denver. These are content areas or tools that are considered “mission critical” by the university. These tabs and channels cannot be deleted, changed, or moved. Examples include the Campus Announcements channel and several of the default tabs such as MyWeb and Courses.

Tabs

The tabs in webCentral organize and divide the content of this site into its sub-components. Some of these tabs access specific systems on campus while others are links to public resources.

Some tabs such as Home, MyWeb, and Courses cannot be deleted. Others like My Channels can be modified as you wish. Most are intuitive, for example, click on Courses to access Blackboard. Here is a brief description of the default tabs that should appear on your page:

BLACKBOARD

Blackboard is an online learning management software program that allows instructors to add web-based content for their courses (syllabus, assignments, exams, lectures, images, web links). Blackboard also facilitates online communication through the email and discussion board tools.

Username and Password

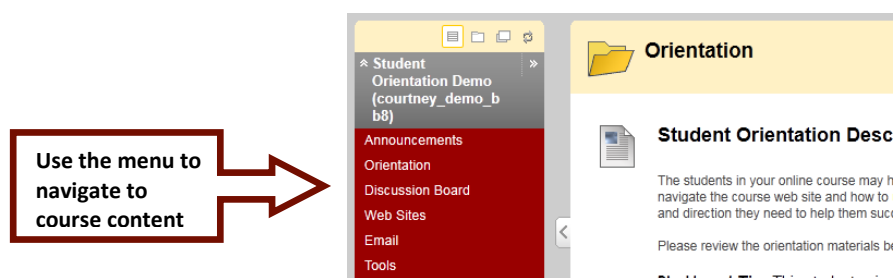
Your DU ID is your Blackboard Username and your DU Passcode is your Bb Password. Below are two options for accessing your Blackboard course containers.

- 1) Direct Access to Blackboard
Go to <http://blackboard.du.edu>. Click the Login button and enter your DU ID and Passcode.
- 2) Log in to WebCentral and click on the Courses Tab
Important: If you are taking an exam in Blackboard, do not access Bb via WebCentral.

If you don't remember your DU ID or Passcode, please contact the UTS Helpdesk at 303-871-4700.

Course Homepage

The course menu along the left side of a Blackboard course gives you access to the course's content, assignments, discussions, etc. Your instructor may choose to have several menu items in a Blackboard course, or they may choose to have only a few, depending on how the instructor wants to organize their Blackboard course.



An instructor can make choices about the titles on the different menu items. For example, instead of a Syllabus link, you could have one that is labeled Course Information.

Roster

You can retrieve a roster of the students, teaching assistants and instructors for your course in Blackboard. From the Tools link in the navigation menu, click on Roster. Then click "Go" and a list of all course participants will appear.



Blackboard Communication Tools

Email

You have the ability to send emails to your instructors, teaching assistants, and fellow students through the email system in Blackboard. To send an email within Blackboard, simply click on the Email link from the main course menu, choose the recipients and type your message. You can also access the Email feature by clicking on the Tools menu and then on Send Email. All Blackboard email will be sent to your DU-affiliated email address. If you have email questions, contact the UTS Helpdesk at 303-871-4700.



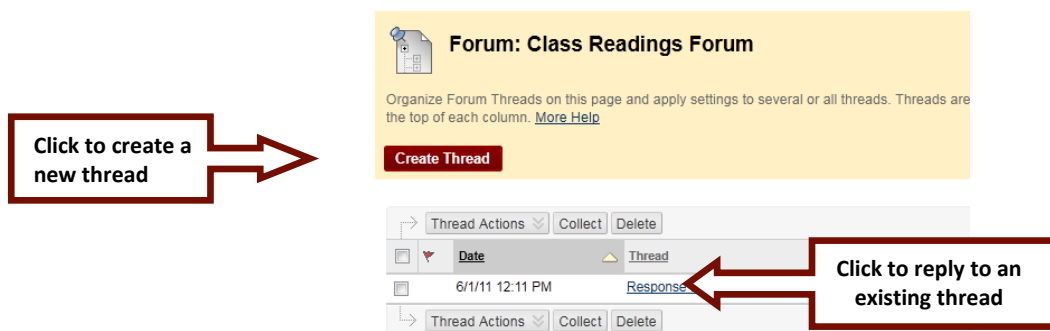
Discussion Board

Discussion Boards allow students and instructors to participate in online discussions without requiring all participants to be online at the same time. This is a great tool to share your thoughts or opinions outside of the classroom and can be used to facilitate discussions for online classes.

You can access the Discussion Board from the Discussions link on the course menu or from the Tools link in the navigation menu.



When you enter the Discussion Board, you will see a list of Forums that your instructor has set up. Click on the Forum in which you would like to participate. You can start a new topic by clicking on Create Thread (if your instructor allows). Or, you can reply to an existing Thread by clicking on the Thread name and then on Reply.



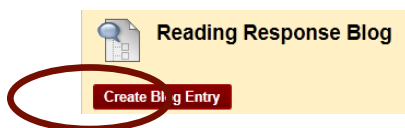
Blogs

If your instructor has set up a Blackboard blog, you can use this tool to share ideas and develop your writing skills. Blogs can be individual to students or a collaborative effort produced by the entire class. If using the blog tool, instructors and other students can view your posts. To access the blog, use the Tools link in your Course Menu.



Creating a New Post

To post a new blog entry, click on the Create Blog Entry button.

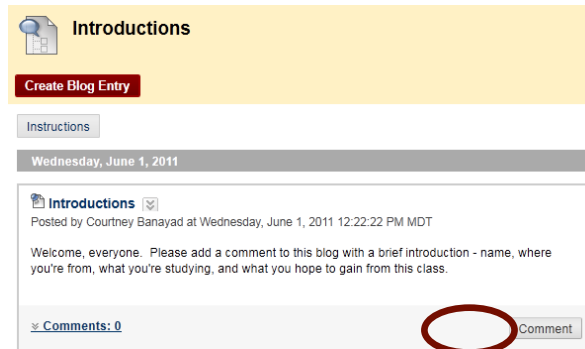


Next, fill in the information for your post, including Title and Message in Step 1. You can add a photo to your post in Step 2 by clicking the Browse for Local File button and locating the image on your computer.

Then, click on the Post Entry button to submit your blog post.

Commenting on a Blog

As the students, teaching assistants, and instructors in your course post blog entries, you are able to add comments (if this feature is enabled by your instructor). Click the Comment button for the post to which you would like to comment. Then, type your comment in the message box and click the Add button to submit.



Journals

Journals must also be set up by your instructor. You can use journals to record private reflections about the course. Unlike blogs, journals are only visible to you and your instructor – not other students. To access the journal, use the Tools link in your Course Menu.



My Places and Avatars

You can now personalize your Blackboard and add an avatar (photograph of yourself) to your account. Click on My Places at the top left of your screen and then on Personal Information.



Next, click on Personalize My Places to add an avatar. Choose your display options, browse your computer to upload a photo file, and click on submit. If your course is using Blackboard blogs or journals, you will see the full version of your picture there.

Grades

If your instructor is using Blackboard to post grades for the course, you can access your grades from the Tools menu, and then click on My Grades.



Frequently Asked Questions

Why can't I access my courses in Blackboard?

- Your instructor may not be using Blackboard for your course
- Your instructor may not have made the course content available yet. You can verify the status of your course in Blackboard with your instructor.

How do I remove old courses from the “My Courses” module?

- When you log in to Blackboard, you should see a list of your current classes under the module, “My Courses”
- To modify this section and choose which courses to display, click on the gear icon
- A new window will open where you can choose which courses are displayed on your Blackboard main page

Can I paste content to Blackboard?

If you copy and paste items from a Word document or from the web into Blackboard, you may encounter some formatting issues with the Discussion Board, Wikis, or in Assignment submissions. This is usually due to "hidden" formatting code that can cause errors when displayed in a different application. When using copy/paste, it is a good idea to first paste your text into Notepad (Windows) or TextEdit (Macintosh), then copy and paste into Blackboard. This will strip out any unnecessary code and prevent formatting errors.

What browser should I use for Blackboard?

Blackboard supports many browsers, but not all brands or versions will function the same way. Visit Blackboard’s [Supported Browsers Page](#) for an updated list.

For More Information about Blackboard:

- Visit DU’s Blackboard Support Portfolio: <http://portfolio.du.edu/blackboard> and click on the student support page.
- Call the DU helpdesk at 303-871-4700
- From within a Blackboard course, click on Tools, then User Manual.

DUPORTFOLIO COMMUNITY

The DU Portfolio Community (DUPC) is a tool for creating websites. The DUPC is available to all DU faculty, staff, and students. Students can create portfolios (websites) to establish a web presence and to showcase their accomplishments and interests. It is also a useful tool that can help facilitate connections with others inside and outside the DU community through its search capability.

To access the DU Portfolio Community, go to <http://portfolio.du.edu>. Click the DU Login link to create your own portfolio. Click the Search link to search portfolios by keyword or by portfolio participant name.

Find instructions on using the DUPC and setting up your own portfolio by going to <http://portolio.du.edu>, clicking on Portfolio Community Resources, and then clicking on Personal Portfolio Instructions.



The screenshot displays the DU Portfolio Community website interface. At the top, there is a dark red header with the text "DU PORTFOLIO COMMUNITY" in white. Below the header is a navigation bar with links: Home, My Portfolio, Community Manager, Assessment, Communities, Discussions, Search, About, Help, and Log Out. The main content area features a user profile for "Jenn Light". The profile includes a small photo of a woman with long brown hair, a red top, and a white skirt. To the right of the photo, the name "Jenn Light" is displayed in bold, followed by the portfolio URL "Portfolio: http://portfolio.du.edu/jlight". Below the photo, there is a "University Networking" button. The profile text describes Jenn Light as the Instructional Technology Support Specialist for DU's Center for Teaching and Learning, mentioning her role and a personal anecdote about her fear of exhaustion and hypoglycemia. To the right of the profile text, there is a "Contact Information" section with the name "Jenn Light" and her title "Instructional Technology Support Specialist" and affiliation "Center for Teaching and Learning".

OTHER TECHNOLOGY RESOURCES

Computer Help

Call the DU Helpdesk at 303.871.4700, or visit their website: <http://www.du.edu/uts/helpdesk/>

Forwarding Your Email

You may want to forward your DU e-mail to another email address.

To forward your DU email, go to the UTS email page and change your email preferences:

<http://www.du.edu/uts/email/>

DU Course Media™

DU CourseMedia™ (<http://coursemedia.du.edu>) is a course media management system that helps instructors organize and present media materials (images, video and audio). Instructors can create media galleries that can be accessed by their students online. Students have access to DU CourseMedia™ if they are currently enrolled in a class using the system.

TIPS FOR TEACHERS

Teaching in racially diverse college classrooms often leaves people feeling uncertain about how to proceed and how to behave. Unlike the days when one teaching style fit all students, in today's context there is pressure to acknowledge and accept students with perspectives other than our own, to diversify our syllabi, to be more aware of classroom dynamics, and to pay more attention to how our students are experiencing the learning process. Our collective ability to respond to and be enriched by these challenges will determine the success of our institutions and students.

To assist faculty and teaching fellows seeking to enhance learning for all students, we have put together this Tip Sheet, in the hope that it will empower educators to create the conditions under which diversity can flourish. When teaching in a multicultural context, we suggest that they prepare themselves in several ways:

1. Plan the course with the multicultural classroom in mind by considering syllabi, course assignments, examples, stories, and potential classroom dynamics.
2. Find ways to make the actual classroom open and safe for all students, and to make the material accessible to all students.
3. Learn how to intervene tactfully and effectively in racially charged classroom situations and to manage hot moments or hot topics.
4. Assess conscious and unconscious biases about people of cultures other than your own.

The suggestions below offer some guidance for all of these stages.

Guiding Suggestions

1. Educate yourself and become as sensitive as you can to racial, ethnic, and cultural groups other than your own.
2. Never make assumptions about an individual based on the racial, ethnic, or cultural groups to which he or she appears to belong. Treat each student first and foremost as an individual. Get to know each student individually.

Tips for Teaching in Racially Diverse Classrooms

The following tips are meant to be suggestions and not guaranteed solutions for teaching in racially diverse classrooms. Teachers should develop a range of pedagogical skills that best serve the needs of *all* their students.

What a teacher can do in preparation for class:

- 1. Develop a syllabus that explores multiple perspectives on the topic**
 - Incorporate multicultural examples, materials, and visual aids as much as possible in lectures
 - Make sure that the expectations for the pedagogical process and learning outcomes are stated clearly on the syllabus
 - Structure project groups, panels, laboratory teams, and the like so that membership and leadership roles are balanced across ethnic and gender groups
 - Develop paper topics that encourage students to explore different racial and cultural perspectives
 - Assign work of scholars from a variety of racial and ethnic backgrounds relevant to the topic being studied
- 2. Design classroom instruction and materials with a diverse group of students in mind**
 - Develop ground rules or norms that will guide how students are expected to interact with each other in the classroom
 - Design classes with a clear structure (there is a method and meaning to how teaching and learning is to occur) and flexibility (not so rigid that adjustments cannot be made)
 - Consider how all students would experience the syllabus
 - Consider whether students of all cultures are likely to have a background in the material
 - Consider whether different approaches to learning are accounted for
 - Anticipate sensitive areas in the subject matter being taught
 - Think in advance about how one might handle sensitive topics or explosive moments

What a teacher can do to be sure the classroom itself is open to all students:

- 1. Create opportunities to get to know your students on an individual/personal basis**
 - Get to know each student individually. Learn their names and how to pronounce them correctly.
 - Use eye contact with all students; be open and friendly outside of class
 - Be accessible and encourage students to meet with you during office hours
 - Interact with your students in respectful, challenging, and collaborative ways
- 2. Design opportunities for students to interact with each other in respectful and meaningful ways**
 - Divide the class into smaller groups, and when appropriate, assign one person with the responsibility of reporting on the small group's work
 - Encourage students to form study groups
 - Create opportunities for students to present their work to each other and the whole class
- 3. Activate student voices**
 - Create opportunities for mutual teacher-student participation so that everyone feels a responsibility and openness to contribute
 - When appropriate, encourage students to share their thoughts about the subject, acknowledging their statements as they are made
 - When appropriate, create opportunities for students to personalize course content with examples from their own history so that they can make connections between ideas learned in the classroom and those learned through life experiences
 - Let students know from the very beginning that their thoughts have a place in the classroom, that we all have unique perspectives, and that these different perspectives are an important component of the learning process

- Make it safe for everyone to voice their views by accepting all views as worthy of consideration and don't permit scapegoating of any student or any view
 - Avoid situations where students are placed in the position of being representatives of their race
4. **Generate a challenging but vibrant learning process that encourages students to develop their creative, critical, and analytical thinking skills**
- Make the classroom norms explicit
 - Keep expectations high and provide the support required to meet these expectations
 - Ask students to locate cultural or even discriminatory content in textbooks or other materials
 - Ask students to research the position they are least comfortable with and to come prepared to articulate a defense of that posture
 - Present all sides of an issue and play devil's advocate for the least popular view
 - Create opportunities for students to link theory with practice -- that is, encourage them to apply what they are learning with what's going on in the world
 - Use multiples modes of instruction to account for the range of learning styles that may be present in a diverse group of students
 - Provide direct and clear feedback to demonstrate your commitment to your students' learning

What a teacher can do to intervene in racially charged situations and handle hot moments:

1. **Devise personal strategies in advance for managing yourself and the class in such moments.**
 - Know your own hot buttons/biases and what will make your mind stop working
 - Try to anticipate what topics may be explosive and design pedagogical strategies (e.g. small groups, free writes, and reflection responses) that may assist in managing sensitive topics
 - Establish clear classroom norms at the beginning of the class

2. **Interrupt blatantly racist and discriminatory behaviors when they emerge in class.**
 - Trust your instincts. If you think someone is engaging in discriminatory behavior then you might be right. Don't let potentially harmful behavior go unaddressed -- your students may take your silence as an unofficial endorsement
 - Don't let students attack other students in personal terms; get them off the personal and onto the issue at stake
 - Try not to let yourself be rattled by the event; or at least, try not to let it look as if you are rattled. If you as the teacher can hold yourself steady, you will create a holding environment in which people can work out the issues that have arisen
 - Don't let yourself get caught up in a personal reaction to the individual who has made some unpleasant remark
 - Protect the lone outlier (the attacked or attacker), regardless of his or her position

3. **Defuse potentially harmful moments by having students step back and reflect on the situation.**
 - Stop the class and ask students to write a reflection response on the incident. This enables students to think about and come to terms with the issue and can enable further discussion of it
 - Defer. Tell students that this is an important issue and that you will take it up later in this class or next time. Use the time to think and plan a strategy. Make sure you return to the issue later as promised
 - Go around the room and ask each student who has spoken (and others if they wish) to state his or her view and explain the view behind it. Do not permit interruptions and acknowledge each student's comments, no matter how you feel about it personally

- If a student breaks down as a result of the original outburst, acknowledge it and ask the student if he/she would like to remain in the classroom or take a break to pull him- or herself together

4. Turn potentially hot moments into powerful learning experiences

- Use the disruption as an opportunity to analyze the issue under discussion or the initial event
- Find the part in the hot moment that can be used for further discussion
- Ask students to step back and see how they might make something positive of this exchange, what they can learn from it
- Ask students to think about how their reactions mirror the subject at hand, and what they might learn about the subject from their own behavior or experience
- Use the passion as a vehicle to talk about differences in kinds and levels of discourse
- Use the passion and arguments to look at how group dynamics work -- who speaks and who does not, who allies him or herself with whom, who plays what role -- and to think about how the group wants to work

Teachers will have to decide whether to stop the emotional charge and go on, or whether to use it to explore the topic at hand. Often when things get hot, people are most capable of learning at a very deep level, if the exchange among students is properly handled. To make this possible, however, requires comfort with feelings and with conflict, and enormous skill on the part of the teacher

Questions a teacher might ask to examine his or her own racial or cultural biases in preparation for teaching:

1. How do your own experiences, values, beliefs, and stereotypes influence your knowledge and understanding of groups that are racially different from your own?

- What assumptions do I make about different student groups?
- Do I expect students of color to need extra help?
- When students of color answer questions, am I afraid their answers will not be correct, or that their method of answering will be inappropriate?
- Do I expect students of color to participate less than others?
- Do I imagine that Latinos or African Americans will express their opinions in non-academic language?
- Do I anticipate that students of color will be under-prepared or less qualified?
- Do I expect that Asian students will do better than most others?
- Do I assume that students of color are all alike?
- Do I assume that when students of color disagree that they are too emotional?
- Do I assume that Asian women are likely to be quiet?

2. How do your own experiences, values, beliefs and stereotypes inform the way you interact with individuals whose racial background is different from your own?

- Am I comfortable around students of color?
- Am I afraid of students whose background differs markedly from my own?
- Am I uncomfortable when students of color become emotional in the classroom?
- Do I rationalize or tolerate lack of participation from minority students more than I would for other students? Do I think their silence means ignorance? Do I believe it is culturally based?
- If an issue involving race comes up, do I assume a student of color will know most about it? Or will not mind acting as the class expert concerning it
- Am I afraid students of color might not be fully competitive with the other students? What is my definition of "fully competitive"?

3. How do your own experiences, values, beliefs, and stereotypes influence the way you behave in the classroom?

- Do I call on students of color as often as others?
- Do I think that there is one correct or appropriate mode of argument or discussion in class? How open am I to multiple modes of discourse?
- Do I tend to shelve or "make time later" for minority points of view?
- How do I behave with students of color who are under-prepared?
- Does the logic of my classroom hypotheticals or test answers depend upon stereotypical views of students of color?
- Do I respond to a white student's voice as if it had more intellectual weight?

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