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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 undergraduate 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 Center for Sports and Wellness)**

You are more than the mind that brought you to DU – that’s why you have access to everything in the Ritchie Center: the fitness center, gyms, group fitness classes, intramural leagues and sport clubs.

As a graduate student taking at least eight credit hours of classes, every DU Recreation program is available to you either free of charge or at an exclusive, discounted rate. All because we know there’s more to the measure of you than a grade point average. Step inside the Ritchie Center and you’ll find one of the finest facilities of its kind in the country.

Dedicated in April 2000, the 440,000 square-foot Ritchie Center is home to DU’s 17 NCAA Division I teams, the award winning Coors Fitness Center and El Pomar Natatorium, and intramural and club sports activities for students, faculty, staff and alumni. It’s also the venue for all Denver Pioneer NCAA athletic events throughout the year.

**COORS FITNESS CENTER:** [http://www.du.edu/fitness](http://www.du.edu/fitness)

Before you even begin your first workout, you’ve already got an edge. As a full-time student, all the technology and know-how in the Coors Fitness Center are yours—almost always free of charge—any time you want.

The Coors Fitness Center has more than 85 pieces of cardiovascular equipment, including Cybex strength training equipment, resistance training equipment, free weights, racquetball and squash courts, cycling, Zumba, step, yoga, Pilates and other fitness classes. Plus, you have access to tennis, swimming and ice skating facilities. We imagine you have a pretty good idea of what all of this can do for you—inside and out.

The Coors Fitness Center also offers Student +1 and Student Family memberships at a discounted rate. Call 303.871.7684 or stop by the Coors Fitness Center Front Desk for more information.

**EL POMAR NATATORIUM:** [http://www.du.edu/ritchiecenter/adultaquatics/](http://www.du.edu/ritchiecenter/adultaquatics/)

As a DU student, you have access to one of Denver’s only Olympic-sized swimming pools. Lap swimming is included as part of your Coors Fitness Center membership. There are also several other programs offered, such as Masters swimming and Learn-to-Swim programs. Student pricing varies for each program. Finally, join club kayaking and hone your skills in the pool. Check out [du.edu/ritchiecenter](http://www.du.edu/ritchiecenter) for more specific information on each program.

**INTRAMURAL SPORTS:** [du.edu/intramurals](http://du.edu/intramurals)

Find friendly competition and new friends through DU’s popular Intramural Sports Program. Registration takes place the first two weeks of each quarter and is available at [imleagues.com/du](http://imleagues.com/du).

**ALPINE CLUB:** [dualpineclub.com](http://dualpineclub.com)

The Alpine Club is one of the oldest student organizations on campus and a great complement to the DU experience.

Past excursions include: riding Slick Rock and climbing on Wall Street in Moab, rafting the Royal Gorge, ice climbing at the Ouray Ice Park and skiing in Telluride. Getting involved in the Alpine Club is the way to truly enrich your DU experience! The Alpine Club makes outdoor adventure available to all students, faculty and staff, regardless of ability and/or previous experience.

**CLUB SPORTS:** [du.edu/clubsports](http://du.edu/clubsports)

Club Sports are formed by people like you—students, faculty and staff—who meet on a regular basis to pursue a common interest in a specific sport. Structured or casual, incorporating competition and instruction, each club offers a unique way to learn a new sport, make new friends, keep fit and compete. More than 800 students participate in the club sports program at DU, competing against other universities and clubs locally, regionally and nationally. You can also form your own club sport by going to our website for complete details.
EMPLOYMENT OPPORTUNITIES: ritchiecenter.du.edu/jobs

Are you open to new ideas and possibilities? Do you enjoy working with people in a dynamic, sports environment? We are always looking for energetic, engaged employees and strive to provide an environment where our employees make a difference every day. We have a unique environment and have more than 300 employees at any given time. If you are interested in pursuing a part-time position at the Ritchie Center, please submit an online application at ritchiecenter.du.edu/jobs.

Contact Information: Daniel L. Ritchie Sports and Wellness Center
2201 E. Asbury, Denver, CO  80208
Phone: 303.871.3845   Website: du.edu/ritchiecenter

Campus Safety 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, seven days a week. Campus Safety’s primary functions are protective services, including prevention and outreach, emergency preparedness and the management of the University’s electronic security systems and clery compliance obligations. We strive to provide these services with the highest degree of professionalism and integrity.

You will receive Campus Safety Alerts regarding crime on campus via email and we are responsible for sending out emergency notifications, including snow closures, through the emergency notification system. To receive emergency notifications to your cellular phone please register for DU’s emergency notification system in PioneerWeb. For additional information regarding the emergency notification system, please visit www.du.edu/emergency. Campus Safety provides foot escorts on campus 24 hours a day, seven days a week. To request a foot escort contact 303.871.2334. We are here to be a resource for all of your safety needs. Please do not hesitate to contact Campus Safety if you notice a suspicious party, have a safety concern or would like crime prevention information. 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.

Restricted parking permits are sold on a first-come, first-serve basis until sold out. They often sell out quickly. There are waitlist offerings throughout the year as space becomes available. General and night/weekend permits are sold in unlimited quantities and can be purchased at anytime throughout the school year.

How to Apply for a Parking Permit

Apply at www.parking.du.edu. Motorcycle permits are the only permits sold in person at the Parking Office.

Step 1: Review the information needed to select and purchase a permit. Prices are under the permits tab.
Step 2: Select the DU account login tab located under quick links on the top right side of the Parking home page.

Step 3: Enter your DU ID number and password. Your password is the same password used to access PioneerWeb.
Timeline for Students to Purchase a Parking Permit

Student Sales Start Dates
Commuter Students May 11, 2015
Resident Students* July 13, 2015

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

Student Billing Deadline
The last day to place parking fees on your tuition bill is Sunday, August 3, 2014. After this date the only payment method online is credit card. Cash and check are accepted in person at the Parking Office. All parking permits are sold online at www.parking.du.edu. Computers are available in our lobby for walk-in customers. Don’t delay. Purchase online now!

Important: Due to the high demand for parking spaces at the University of Denver, parking lots are monitored seven days a week, 24 hours a day, to ensure availability for permit holders. There are no individually reserved spaces on campus. All vehicles parked in a restricted or general parking lot must display a valid DU parking permit for that lot. Initial parking fines range from $15 to $100. Unpaid tickets will result in a hold on a student’s registration and may result in 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-serve basis for individuals displaying a valid University parking permit. General lots are identified by gold 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 4:00 p.m. to 6:00 a.m. Monday through Friday and all times on weekends in general lots. Several restricted lots (including Lots F, H1, Q and W) become general lots from 4:00 p.m. to 6:00 a.m. Monday through Friday and all times on weekends.

General permits and night/weekend permits are sold throughout 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. A restricted lot permit is valid only at one designated restricted lot and any General lot after 4p.m. 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 2130
S. High Street, Denver, CO 80208 Phone:
303.871.3210 Website: www.parking.du.edu.

University Career Center

The University Career Center is beneath the DU Bookstore in Driscoll Student Center South. It is a clearinghouse for all of your career services questions and referrals. The University Career Center offers career advising primarily for

- All undergraduate students
- All graduate students
- All Colorado Women’s College students
- All University College students
- Alumni (excluding Sturm College of Law, Daniels College of Business, and Josef Korbel School of International Studies)
Students can utilize the following specialized services:

- Individual career advising, 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
- Extensive online resources and a career library containing information on career options, graduate schools, and employers.

Please visit the website at www.du.edu/career for additional information or call 303.870.2150 to schedule an appointment.

Contact Information: Phone: 303.870.2150
Website: www.du.edu/career

**Center for Multicultural Excellence**

**Inclusive Excellence**
The University of Denver believes that one mark of a leading university is its commitment to diversity and the practice of recognizing and valuing the rich experiences and world views of individuals and groups. (See www.du.edu/chancellor/vision)

The Center for Multicultural Excellence (CME) advances diversity and Inclusive Excellence at DU through a range of programs and services for students, staff, faculty, administrators and alumni.

By engaging all members of the DU community in developing their ability to learn, work and live across difference; supporting historically underrepresented populations; and empowering campus partners to do the same. CME helps create a welcoming experience for success in our increasingly diverse democracy, international workforce and global society.

In addition to opportunities CME offers specifically to graduate students (see the Graduate Experience Handbook) and its all-campus events, there are some CME resources specifically for those in teaching roles:

- **Course connections**: Each quarter, CME compiles a list of beyond-the-classroom events, programs and opportunities that allow students to engage in issues of identity and diversity, that instructors can incorporate into their syllabi or otherwise assign/offer (http://www.du.edu/cme/programs-services/faculty.html).
- **Consultations and in-class workshops**: CME staff are available for consultations and can provide in-class or departmental workshops on issues of diversity that arise in or in relation to the classroom and/or department. For some topics, we have ready-to-go workshops, as well as others that can be developed as the need arises. All will be customized to the specifics of your situation. We are also happy to consult and provide advice, resources and/or referrals (http://www.du.edu/cme/programs-services/faculty.html).
• **Facilitation training opportunities:** Graduate students can also be trained and gain experience in small group dialogue and/or educational workshop facilitation of regular programs such as the Voices of Discovery dialogues and Queer and Ally (Q&A) Trainings ([http://www.du.edu/cme/programs-services/graduate-students.html](http://www.du.edu/cme/programs-services/graduate-students.html)).

And for additional academic career support, consider:

• **Dr. Roger Salters Inclusive Excellence in the Academy Summer Doctoral Institute:** The Summer Institute is a multi-day program designed to address the underrepresentation of faculty of color and women in academia. The institute consists of seminars focusing on strategies for completing the dissertation; preparing a curriculum vita and cover letter; negotiating faculty contracts; publishing; balancing research, teaching and community service; understanding the tenure process; preparing a job talk; seeking and valuing mentoring and networking; the politics of obtaining tenure; and overcoming various employment obstacles and challenges ([www.du.edu/irise/du-students/](http://www.du.edu/irise/du-students/)).

• **Research/Creative Work Grant or for Conference Presentation Funding:** The Interdisciplinary Research Incubator for the Study of (In)Equality (IRISE) offers research and creative projects grants, professional development grants, and other opportunities for faculty, as well as graduate and undergraduate students. To apply for grant funding, please refer to the guidelines outlined for each group on the corresponding pages. [www.du.edu/irise/research-grants/graduate-student.html](http://www.du.edu/irise/research-grants/graduate-student.html)

**Contact Information:**
Center for Multicultural Excellence  
1981 S. University Boulevard (NW corner, University and Asbury)  
Denver, CO 80208  
Phone: 303.871.2942 Email: cmeinfo@du.edu  
Website: [www.du.edu/cme](http://www.du.edu/cme)  
[www.facebook.com/DUCME](http://www.facebook.com/DUCME)

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**Office of Teaching and Learning**

The mission of the Office of Teaching & Learning (OTL) 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 and graduate teaching assistants.
• 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 and graduate teaching assistants 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 [OTL website](http://www.du.edu/cme) for a comprehensive list of teaching resources available at DU.

**Contact Information:**
Office of Teaching & Learning  
Academic Commons (Suite 350)  
Phone: 303.871.2084 Email: otl@du.edu
Student Conduct

Student Conduct (SC) 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. SC 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
- seek opportunities to repair harm that they caused through a restorative process

SC Staff are available to answer questions and hear concerns about the areas listed above.

Contact Information: Phone: 303.871.3111  
Website: www.du.edu/studentconduct

Disability Services Program (DSP)

Disability Services Program (DSP)
The DSP provides appropriate accommodations as required by the Americans with Disabilities Act (and Amendments Act – ADAAA; 2008) and Section 504 of the Rehabilitation Act to students with documented disabilities/medical conditions to afford them equal opportunity to participate in the University’s programs, courses and activities. Disabilities/medical conditions protected under the laws include: physical disabilities, psychological disabilities, health-related disabilities/medical conditions, learning disabilities and Attention Deficit Hyperactivity Disorder (ADHD). Accommodations are arranged in an individualized, collaborative manner based on appropriate documentation of the disability with information from the student and other sources when appropriate.

Definition of a Disability
A disability is a condition that substantially limits a “major life activity” such as walking, hearing, seeing, speaking, breathing, learning, communicating and operations of major bodily functions.

Intake Process
Prospective and admitted students, as well as current University of Denver students, may contact DSP staff to discuss possible accommodations and to review documentation. The DSP office is located on the 4th floor of Ruffatto Hall at 1999 E. Evans Avenue (on the corner of High and Evans streets) and can be reached via telephone at 303.871.2372 or by email at dsp@du.edu.

Documentation
In order to be eligible for services and accommodations, documentation of disability is required. This information is kept in the DSP records and will not be part of a student’s university record. Documentation guidelines for specific disabilities or medical conditions can be found on the DSP website: www.du.edu/disability/dsp.
Accommodations

Academic accommodations are arranged on an individualized, collaborative basis, so it is crucial that prospective and current students contact a DSP member as early as possible. Students who wish to receive accommodations must self-disclose their disability to a DSP staff member. Upon disclosure, students are required to complete an intake packet and provide documentation of their disability. Accommodations provided through the DSP are free to qualifying students. Appropriate accommodations through the DSP may include:

- Test accommodations
- Alternate format texts and materials
- Assistance with course substitutions, i.e. foreign language
- Classroom changes
- Adaptive furniture
- Note takers
- Sign language/oral interpreters
- Diagnostic referrals for LD/ADHD

Referral Services

If a student is experiencing academic difficulties and is concerned that s/he may have a learning disability, ADHD or a psychological disorder, referral services are available. Another service that may be available to qualifying students is the Learning Effectiveness Program (LEP), which is a fee-for-service program that works with students who have learning disabilities and/or ADHD. Additional information about LEP can be found on the website: www.du.edu/disability/lep.

Contact Information: Disability Services Program
Ruffatto Hall, 4th Floor
1999 E. Evans Avenue, Denver, CO 80208
Phone: 303.871.2372

Learning Effectiveness Program

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) or related learning differences enrolled at DU. Students elect to enroll in the LEP, which is a fee-based program offering comprehensive academic support services. Students enrolled in the LEP sign a contract for the academic 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 students with academic support, 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 subject-specific tutoring support in addition to the services of the academic counselor. The tutoring staff of the LEP is comprised of adjunct faculty, graduate students and upper-division students who have demonstrated a solid mastery of their discipline. Tutoring is by appointment at a time that is coordinated between the student and the tutor.

Both DSP and LEP offices are located in Ruffatto Hall, 4th floor; 1999 E. Evans Avenue. Office hours are Monday through Friday 8:00 a.m. to 5:00 p.m. Counselor hours vary.
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<tr>
<th>Disability Services Program (DSP)</th>
<th>Learning Effectiveness Program (LEP)</th>
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<tr>
<td>Accommodations for students with diagnosed physical, psychiatric, and learning disabilities</td>
<td>Services for students with learning disabilities/differences and/or ADHD</td>
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<td>Free</td>
<td>Fee for Service</td>
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<tr>
<td>Appropriate and reasonable accommodations (not an inclusive list)</td>
<td>Extended services (tutoring and time management/organizational support)</td>
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**COMPARISON OF PROGRAMS**

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<th>Test Accommodations</th>
<th>Individualized support/weekly meetings with academic counselor</th>
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<td>Alternate Format Text</td>
<td>Writing development</td>
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<td>Liaison to instructors and departments</td>
<td>Content area tutors</td>
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<td>Course substitutions</td>
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<td>Sign language interpreters</td>
<td>Organizational Skills training</td>
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<td>Library assistance</td>
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**Ruffatto Hall, 4th floor, 1999 E. Evans Avenue**

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Contact Information: Learning Effectiveness Program (LEP)
Ruffatto Hall, 4th Floor
1999 E. Evans Avenue
Phone: 303.871.2372

**Center for Advocacy, Prevention, and Empowerment (CAPE)**

Supporting survivors of sexual violence and promoting healthy relationships

The Center for Advocacy, Prevention, and Empowerment (CAPE) (formerly Gender-Based Violence Education and Support Services, GVESS) provides programs and resources that promote healthy relationships, teach non-violence and equality and foster a respectful and safe environment for all members of the University of Denver community. CAPE also supports survivor healing by providing advocacy and support for victims of sexual violence, stalking, sexual harassment and relationship violence. All services are confidential and free of charge. For further information please contact the Director of CAPE at: 303.871.3853

CAPE also offers the CAPE Helpline, a hotline available after business hours year-round for members of the DU community who have experienced gender-based violence, including: sexual assault, domestic violence, dating violence or stalking/harassment. These trained advocates will assist survivors, and any family or friends, in coping with the physical, psychological, judicial and/or legal aftermath resulting from gender-based violence. Calling for an advocate does not obligate reporting anything to the police, except when there is a significant public safety concern.
To speak with an advocate on the CAPE Helpline, call the Emergency Crisis Dispatch Line at (303) 871-3000 and ask to speak to the CAPE advocate on call.

CAPE also offers the Gender Resource Library, which is located in Nelson Hall, room 124. The library houses a collection of books, journal articles and videos about gender violence. These materials range from prevention strategies, causes of gender violence and self-help workbooks for victims and survivors. A lending process is in place for DU community members. Please contact for more information.

Jobs and Internships
- Inclusive Excellence Higher Education Graduate Fellowship
- Graduate School of Social Work Field Placement Work-study positions

How Can Students Get Involved?
There are numerous events to get involved with and/or volunteer at throughout the year. Like us on Facebook (http://facebook.com/DUCAPE) for event announcements, articles, postings and updates.

Contact Information: Nelson Residence Hall, Room 103 Denver, CO 80208
Phone: 303.871.3853 CAPE Helpline: call Emergency Crisis Dispatch at 303.871.3000 and ask to speak to CAPE advocate on call.
Website: http://www.du.edu/cape

Graduate Student Government
The role of the GSG shall be to solicit the views of graduate students and represent graduate student interests to the DU administration, faculty, and community and represent graduate students in University-wide committees and Board of Trustees meetings. The GSG shall also support graduate student quality of life by pursuing and providing opportunities for graduate student professional development, social events, and other means that they shall find appropriate.

The Graduate Student Government is a council of all the Graduate Student Associations (GSAs) at the University of Denver.

The GSG has two goals at the University:
- One is to foster a sense of community among the graduate students.
- The other to represent that community and its interests at DU.

GSG is the DU graduate community's representative student government body. As YOUR representative, we are here to serve YOU and advocate for YOUR interests and concerns. For more information on how we are striving to do so, please click on any of the links listed below.

GSG meetings are held bi-weekly or five times each quarter. All graduate students are welcome to attend meetings and share information, voice concerns and interact with other members of graduate leadership. GSG is composed of an executive board of four members and the primary decision making body known as the Graduate Student Senate. The Senate shall be composed of one graduate student from each eligible GSA.
Statement of Inclusiveness

The Graduate Student Government (GSG) affirms the University of Denver's commitment to Inclusive Excellence. Moreover, the GSG believes that diversity and inclusion are essential to the fulfillment of our organizational mission. Inclusive Excellence is embedded and valued in our learning, programming, student involvement and funding processes. Our commitment to promoting and maintaining a respectful campus community facilitates opportunities for shared understanding among DU graduate students, across academic disciplines, areas of research and practical expertise.

As such, the GSG resolves to make meaningful contributions to our campus community in ways that both facilitate and promote respect and support for all persons across similarities and differences in background, including but not limited to: race/ethnicity, sexual orientation, gender identity, gender expression, religion, nationality, age and disability.

Graduate Student Associations
College of Education Student Association (COESA): https://portfolio.du.edu/COESA
Graduate Business Student Association (GBSA): https://portfolio.du.edu/gbsa
Email: gbsa@du.edu
Graduate Students of the Four Faculties (GSFF): https://portfolio.du.edu/gsff
Student Bar Association (SBA): http://www.law.du.edu/index.php/studentorgs/s-z/sba
Graduate School of Social Work (GSSW): http://www.du.edu/socialwork/Email:gsswgsa@du.edu
Graduate Student Association of Professional Psychology (GSAPP): http://www.du.edu/gspp/students/groups.html
Email: gsapp@du.edu
Korbel Graduate School of International Studies (KSIS): http://www.du.edu/korbel/
Joint DU-Iliff: http://www.du.edu/duiliffjoint/StudentCouncil.html

Student Programming
GSG has an annual budget, which is applied to professional development and social events for the graduate student population. For information on upcoming events be sure to read our bi-weekly newsletter and visit the GSG website at http://www.du.edu/gsg/.

Student Funding
Funding can also be provided to support student conference attendance. The Graduate Student Professional Development Grant (GSPDG) was established to encourage student participation in scholarly and creative activities that support academic progress and foster professional growth. The grant is competitive, and funds are subject to availability. For more information visit the GSPDG website at https://portfolio.du.edu/GSPDG

Contact Information: Email: gsg@du.edu Website: http://www.du.edu/gsg

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 students 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 (sick and well), women’s health care, injury care
- Referral as necessary for in-house specialist consultation (dermatology, gynecology, psychiatry, nutrition)
- Sports medicine
- Procedures, electrocardiograms, immunizations and allergy shots
- Laboratory tests, including confidential HIV testing and other sexually transmitted infections (STI’s)
- Discounted prescription medications
- After-hours on-call service
- Travel health advice/immunizations
- Outside referral services as needed

**Counseling Services**

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

**Health Promotion and Education**

- University student specific health information and programs
- Presentations and workshops available for student organizations and staff
- Peer Education Team for student-led health education initiatives and programming
- Various educational and fun campus events throughout the academic year

The DU HCC is generally open Monday through Friday from 8:00 a.m. to 5:00 p.m. HCC has extended hours until 7 p.m. on Wednesdays and doesn’t open until 9 a.m. on Tuesdays. Medical appointments are typically available on a same day basis and can be scheduled on the website or by calling the front desk.

Urgent, or crisis counseling appointments can be arranged by calling the front desk. Students wishing to schedule routine counseling appointments are encouraged to use the website at [www.du.edu/hcc](http://www.du.edu/hcc) to get more information regarding services, find out interest and expertise areas of the mental health staff members and access helpful links. We have a limited number of appointments for new clients each week and during the busiest time of the quarter, there is often a week or two waiting period before an intake appointment is open.

**For after-hours medical and mental health emergencies:**

- To speak with a medical provider after hours, call 303.871.2205 and follow the prompts for urgent medical issues. If you have a medical emergency and need immediate assistance, dial 911.
- To speak with a Counselor on Call, contact DU Campus Safety Dispatch at 303.871.3000 The counselor on call will be notified and contact you at the number you provide.

Contact Information:  Phone: 303.871.2205  After Hours: 303.871.2205  
Email: [info@hcc.du.edu](mailto:info@hcc.du.edu)  Website: [www.du.edu/hcc](http://www.du.edu/hcc)
Health Insurance Scholarship

Awarding Criteria

To be eligible for the Graduate Assistantship Health Insurance Scholarship (from here on referred to as “scholarship”), students must meet all of the following criteria*:

1. Have a full-time appointment as a graduate assistant for fall, winter, and spring quarters.
2. Complete the requirements of their full-time graduate assistantship for fall, winter and spring quarters.
3. Have a tuition waiver offer their department averaging at least 8 credit hours for the fall, winter, and spring quarters (for a total of at least 24 credits).
4. 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).
5. Must not be registering for Continuous Enrollment (CENR) alone in any one of the three quarters.
6. Must complete the online acceptance process (see Awarding Process below).

*If students have been told that they will receive this scholarship but do not meet these requirements, they should contact the Office of Graduate Studies.

Awarding Process

The following process will be followed to determine eligibility for and payment of the Graduate Assistantship Health Insurance Scholarship (from here on referred to as "scholarship"):

1. Departmental administrators enter tuition waivers into the university database system (Banner).
2. Scholarship award offers are placed on the financial aid accounts of students with 24 or more tuition waiver hours.
3. Eligible students who wish to receive the scholarship must accept the terms and conditions and award offer in PioneerWeb under the Financial Awards section of the Student tab.
4. After the acceptance process has been completed by the student, the outstanding requirements will be satisfied, and the award payment will be automatically applied to the eligible student’s account 10 days before the start of each term, if the recipient:
   - has registered for classes
   - has been charged (assessed) the DU Health Insurance and/or the Health & Counseling fees
   - has NOT waived the DU Health Insurance Plan and/or the Health & Counseling fee online

*Insurance fees are required for insurance coverage are automatically assessed to a student's account after they register for 6 or more credits. For information about adding the fees or reversing waived fees, contact the Health and Counseling Center.

Smoke-Free Policy

The University implemented a smoke-free campus policy to encourage healthy lifestyles and wellness among our community members. We ask that all University community members help with continuing support of the smoke-free policy on campus. All indoor and outdoor (any areas with red brick sidewalk, parking lots, etc.) University spaces are smoke-free. All forms of smoke producing products are prohibited on campus including, but not limited to: cigarettes, bidis, kreteks, cigars, pipes, hookahs, etc.

The only exceptions are designated areas around the Newman Performing Arts Center and the Ritchie Center. These areas are only to be used by the public during public events.

Where can I smoke?
If you choose to smoke, you can do so any place off campus. This includes the City of Denver owned sidewalks that surround campus.

What should I do if someone is smoking on campus?
If you feel uncomfortable, remind them of the policy, or ask the person to stop or move off campus. If you are uncomfortable or they refuse you can call Campus Safety’s Anonymous Tip Line at 303.871.3130.
What if I or someone I know wants to quit smoking?
Call the Colorado Quit Line at 1.800.QUIT.NOW. Online resources can be found at www.COQuitLine.org or www.BecomeAnEx.org.

Who should I call if I have questions about the smoke-free policy?
You can call the Health and Counseling Center – Health Promotion Department at 303.871.2205.

Human Resources

The Human Resources Department is available to support you during your employment at the University of Denver. All employees of the University have a responsibility to ensure a safe environment and climate of professionalism and excellence. This responsibility includes understanding and acting upon University policies designed to ensure the following:

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

For more detailed information about these and other employment related policies and practices you may access the University’s Employee Handbook.

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

- Benefits information for non-appointed employees
- Access to numerous professional development courses and resources
- Employment resources – for applicants and managers including Frequently Used Forms

We encourage you to use your GTA position to develop your professional and leadership skills. Contact the Talent Management and Employee Services Department in Human Resources for assistance with professional development opportunities and questions related to employment practices, guidelines and policies.

Contact Information:  Human Resources  
Mary Reed Building, 4th Floor  
2199 S. University Boulevard, Denver, CO 80208  
Phone: 303.871.7420  Website: www.du.edu/hr

The Ombuds Office

Confidential, Informal, Impartial and Independent

The University Ombuds provides confidential and informal assistance to anyone having problems with or within the University. The Ombuds offers faculty, staff, students and others a safe place to discuss concerns, evaluation situations, locate information, connect with resources and consider ways to resolve a conflict.

Detailed information and resources are available on the website: http://www.du.edu/ombuds

Contact Information:  Phone: 303.871.4712  Email: ombuds@du.edu  
Website: www.du.edu/ombuds
Payroll

Sign Up for Direct Deposit
1. Go to http://pioneerweb.du.edu sign in with DU ID# and passcode.
2. Click on the Employee tab.
3. Select pay information.
4. Click on paycheck direct deposit.
5. Enter bank information. Click save.
6. If you are splitting your check, make sure the account that has the “Remaining” amount is set to “Priority 2”.
7. Done!

Verifying Direct Deposit
1. Log on the PioneerWeb using your DU ID and passcode.
2. Click on Employee tab.
3. Click on pay stub link.
4. Click display to access and review all pay information.

Main Library

The University of Denver Libraries (http://library.du.edu), comprised of the Main Library at the Anderson Academic Commons and the Bonfils Stanton Music Library in the Lamont School of Music, serves a diverse population, ranging from students, staff, and faculty to public and other academic patrons from the surrounding region. Opened on March 25, 2013, the Main Library at the Anderson Academic Commons offers a full range of resources—paper and electronic—supporting all academic disciplines at the University. The Library also offers a number of academic support services, including one-on-one research help at the Research Center, assistance in creating and editing audio and video in the Digital Media Center, and access to rare and unique materials in the Special Collections and Archives. In addition, the Academic Commons houses other important high-demand support services that help DU students succeed academically. These include the Center for Statistics and Visualization, Writing Center, Math Center, Science and Engineering Center, University Technology Services Help Center (for both hardware and software support), the Language Center, and the Office of Teaching and Learning (for faculty teaching and technology support). The AAC also provides a computer lab (with both Macs and PCs), deep quiet study areas, reservable research carrels, and 32 large and small group study rooms.

Main Library Hours
24 hours a day, 5 days a week
Sunday, 10 am – Friday 10 pm
Saturday, 9 am – 10 pm

Important Phone Numbers
Lending Desk- 303.871.3707
Research Center- 303.871.2905
Music Library- 303.871.6421

Resources
The starting point for library research is the University Libraries website: http://library.du.edu/Search for books and scholarly articles together using the Summon@DU search box on the library’s homepage. You can also go directly to the Library Catalog; locate article databases by subject or alphabetically under Search Databases; or start your research with Credo Reference. The Library also provides access to hundreds of thousands of electronic books and journals, language learning resources, and access to other libraries through the Prospector system, as well as Interlibrary Loan. All of these resources are available from the Library’s homepage.

Students need their Pioneer ID to check out materials. You may access books and DVDs in the AAC or Music Library yourself or request them online using the “Request It” button in the Library Catalog. All materials at the Hampden Center remote storage facility must be requested in advance online; deliveries from the Hampden Center occur 2-3 times per day. Requested materials can be picked up at the AAC Lending Desk or Music Library.

Graduate students working directly with a faculty member may pick up a Faculty Authorization Card at the Lending Desk in order request permission to check out materials on behalf of their faculty advisor.
Research Help
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. Ask questions in person at the Research Center on the Main Level, by calling 303.871.2905, by emailing research-help@du.edu, or by chatting with staff via the homepage’s “Ask Us” button. For more in-depth assistance, one-on-one research consultations are available on a drop-in basis or by appointment at the Research Center. GTAs might find it helpful to setup an appointment with a subject librarian to get an overview of the wide variety of resources available for a particular discipline.

Library Workshops
The reference librarians at University Libraries offer many instructional opportunities to help the DU community learn about library research. Our instructional services include regularly scheduled workshops open to any student, customized workshops for courses, TA and GA trainings, and online guides and tutorials. It’s helpful to be aware of all these resources in order to provide students with help or a referral. Information on all library instructional services, including workshop schedules, can be found at http://libguides.du.edu/libraryinstruction.

Other Libraries
In addition to the Main Library at the Anderson Academic Commons, students also have access to both the Bonfils Staton Music Library and the Westminster Law Library. For information on the services and resources available at these libraries, please see the University Libraries website.

Contact Information: Phone: 303.871.3707
Website: http://library.du.edu

Transportation Center

Multi-Modal Transportation
The University of Denver is committed to minimizing traffic and pollution on 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 Transportation Center is located in Johnson-McFarlane Hall at 1901 East Iliff Avenue in room 142.

Transit Passes
A Regional Transportation District (RTD) CollegePass is included in full-time graduate student fees. This very reduced-price benefit is provided in the form of a smart card, and it enables students to use almost all of RTD's bus and light rail services at no charge during the academic year. Users simply tap the card on the bus or light rail card reader and show the card to the driver or attendant. Smart cards are given out at the Pioneer ID Card Office in Driscoll South (note: not the Transportation Center).
*Some graduate programs do not assess the graduate student fee, and students in those programs are not eligible for the pass. Details can be found on the web at du.edu/transcenter/transit/students.

Light Rail / Buses
One of thirteen southeast light rail stations is located at the north end of campus, at High Street and Buchtel Boulevard. The University of Denver station makes it convenient to access downtown Denver venues, the Denver Tech Center, Aurora, and Golden without a car. Three buses, the 12, 21, and 24, have stops near campus. Call the Transportation Center for help with RTD bus and light rail route and schedule information. You can visit RTD's website, rtd-denver.com to use their Trip Planner tool, or go to mywaytogo.org for help planning a trip by any mode you choose.

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 du.edu/campussafety. Use of a U-lock is required to lock a bike on campus. These are available in the campus bookstore, Parking Office, and local bike shops. The Transportation Center has information about bike routes and safety.
Bike Share
The Piogears bike share program is a student-driven, Center for Sustainability-supported program that provides bikes for students to use for an entire quarter. For just $20, students are provided with a 10-week bike rental, helmet, and U-lock, as well as a free tune-up. The bike share program is supported in part by the Park Hill Bike Depot.

Denver B-cycle is a bike sharing system that has more than 80 stations in the Denver area. The closest stations to DU are the Driscoll Green and at the University of Denver light rail stations, so it's easy to bike around without needing to have your own! Memberships are available at daily, weekly, monthly and annual rates, and unlimited 30 minute rides between stations are included for the time period purchased. Go to https://denver.bcycle.com/ for more information.

Car Share
Need to make small trips in a vehicle? You don’t need to bring your car to campus. Enterprise WeCar has three vehicles on and around campus that are available for use by DU students, staff, faculty, and the surrounding community. Short-term rental is only a click away. Participants must be at least 18 years old and register online. Find out more at wecar.com. There are also several other car share companies in the area. Visit du.edu/transcenter/carshare for more information.

The Writing Center and the Writing Program

The University of Denver’s national award-winning University Writing Program leads four connected writing initiatives on campus: the first year writing sequence, the advanced seminar course requirement (ASEM), support for writing in majors and general education courses, 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. Half of our 4,000 consultations last year were with graduate students working on theses, dissertation chapters or articles for publication. We welcome all writers who want feedback from an informed reader, or who want to develop with the help of an expert writing consultant.

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 extensive writing, followed by 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 situations. Students must also 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 Writing Center’s interim director is Dr. Juli Parris. The program’s twenty-five full-time professors provide both campus and national expertise, each year presenting and publishing dozens of articles on teaching writing and developing writers.

Contact Information: Phone: 303.871.7448 Email: writing@du.edu Website: www.du.edu/writing/

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 enough. 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 perform the following:

- 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 pre-lab 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 the following:

- 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. You will be responsible for making sure that all lab supplies and equipment are ready for your class. This requires you to be in your teaching lab early. If you start class late or do not have all of the supplies needed to complete the lab, 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 role 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.
- Remember that your actions and attitude towards students learning should always be constructive and not destructive. It is our job to support learning, not judge it.
- Always maintain awareness in regard to the "no touching" rule. Be sure to respect the student’s space.
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. Other tips include the following:

- Clarify attendance, tardiness and grading policies (and stick to these policies!).
- Students requesting accommodations for a disability should be directed to DU’s Disability Services Program. Accommodations granted through DSP should be provided to the student.
- Discuss academic integrity issues and the DU honor code.

6. **The First Day:** You are not likely to have sufficient time to carry out all of these suggestions, but choose at least one that lets you find out who your students are, and one that lets your students find out who you are and what the class is about. 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 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. Perhaps let them give a short introduction to the lab/class topics or report on the meaning of their results to the rest of the class.

- There are many resources 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.

- Take responsibility for and ownership of your teaching to make this the best experience for you and your students.

**PioneerWeb**

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

**Login**

You will need your DU ID and passcode to access PioneerWeb. To login to PioneerWeb go to [pioneerweb.du.edu](http://pioneerweb.du.edu).

Enter your University of Denver ID and passcode and click the login button. If you do not have a University of Denver ID or you are having trouble with your passcode, contact University Technology Services at 303.871.4700.
**Customizable Channels**
Tabs and channels can be changed within the *my account* link for a more customized environment. Note that although 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 PioneerWeb 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.

**Canvas**
Canvas is the University of Denver's selected online learning management program that allows instructors to add web-based content for their courses (syllabus, assignments, exams, lectures, images and web links). Canvas also facilitates online communication through the email and discussion board tools.

Contact the [Office of Teaching and Learning](#) (OTL) to learn more about how to make the most of Canvas.
**DU Portfolio Community**

The DU Portfolio Community (DUPC) is a tool for creating websites. The DUPC is available to all University of Denver faculty, staff and students. Students can create Portfolio website 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 University of Denver community through its search capability.

To access the DU Portfolio Community, go to [http://portfolio.du.edu](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://portfolio.du.edu/](http://portfolio.du.edu/), clicking on portfolio community resources, and then clicking on personal portfolio instructions.

![DU Portfolio Community](image.png)

**Other Technology Resources**

**Computer Help**
Call the DU Helpdesk at 303.871.4700, or visit their website: [http://www.du.edu/uts/helpdesk/](http://www.du.edu/uts/helpdesk/).

**Forwarding Your Email**
To forward your DU email, go to the UTS email page ([http://www.du.edu/uts/email/](http://www.du.edu/uts/email/)) and change your email preferences.

**DU Course Media™**
DU CourseMedia™ ([http://coursmedia.du.edu](http://coursmedia.du.edu)) is a course media management system that helps instructors organize and present media materials including images, video and audio. Instructors can create media galleries for their students online. Students have access to DU CourseMedia™ if they are currently enrolled in a class using the system.

**Practices for Inclusive Excellence**

We have put together these practices for Inclusive Excellence, in the hope that they will empower educators to create the conditions under which diversity can flourish. The practices below are taken from *Weaving Promising Practices for Inclusive Excellence into the Higher Education Classroom* by Maria del Carmen Salazar, Amanda Stone Norton, and Franklin A. Tuitt.
Intrapersonal Awareness

- Actively commit oneself to the process of self-actualization.
- Increase personal awareness of one’s own worldview.
- Critically examine own ideas, assumptions and values, and how those beliefs have an impact on one’s pedagogies.
- Articulate where and how worldview has developed.
- Share own background and experiences with students.
- Expand knowledge of the other through readings about diverse cultures and identity groups, and immersing oneself in diversity.
- Develop and awareness of how beliefs, cultures and privileges influence curriculum and pedagogies.
- Invite students to provide feedback on the instructor’s facilitation of discussions and academic assessment.

Interpersonal Awareness

- Create opportunities for interpersonal dialogue where multiple perspectives are honored.
- Invite students to share cultural experiences with faculty and peers.
- Validate students’ experiences by engaging in empathetic listening and asking questions openly and constructively.
- Assist students in identifying differences and similarities in opinions.
- Be aware of nonverbal communication.
- Engage students in creating classroom norms reflective of diversity, and revisit norms often.
- Facilitate dialogue between students using a co-constructed framework of classroom norms.
- Promote an academic perspective during critical discussions.
- Develop and practice conflict resolution skills.
- Recognize both overt and covert forms of conflict.
- Foster opportunities for group work.

Curricular Transformation

- Integrate multiple identity groups into the curriculum through inclusion of cultural histories, local histories, and contributions.
- Use culturally accurate curriculum, books, and teaching tools.
- Incorporate multiculturalism throughout course content.
- Reflect critically on whom the curriculum includes or excludes.
- Review curriculum for hidden forms of oppression and make appropriate changes.
- Include local histories.

Inclusive Pedagogy

- Recognize students’ personal experiences as worthy knowledge.
- Elicit and build on students’ funds of knowledge.
- Invite students to share their knowledge in multiple ways.
- Collaborate with students as co-constructors of knowledge.
- Establish critical dialogue with students.
- Incorporate noncompetitive, collaborative assignments and group work.
- Facilitate large and small group discussions.
- Use formative assessments such as journal writing and portfolios.
- Include assignments such as life history interviews, personal stories of survival and autobiographical writing that will diversify and personalize learning.
- Engage students in debate, student-led discussion, read-alouds and experiential learning activities.
- Foster student choice.
Inclusive Learning Environments

- Build opportunities for authentic interactions among students.
- Demonstrate caring through attitude, expectations and behavior.
- Demonstrate pride in student achievement.
- Engage in supportive outreach efforts.
- Demonstrate respect through inclusion of multiple identity groups.
- Pronounce students’ names correctly.
- Learn about students’ backgrounds, social identities and learning styles.
- Identity and build on students’ interests.
- Meet with students outside of scheduled class time.
- Provide constructive feedback.
- Avoid actions that promote tokenism.
- Consistently challenge racist and prejudicial remarks.
Pioneers CARE (Communicate, Assess, Refer, Educate)

Pioneers CARE outreach program helps find solutions for students experiencing academic, social and crisis situations including mental health concerns. Members of the University community can submit a Pioneers CARE report for a student who might benefit from the services. We review these reports to understand each student issue and the on- and off-campus resources that may guide them to success. As a GTA, you should be informed about the protocol for identifying and referring students in distress, however, your role in the department is to keep the faculty and/or chair of the department apprised of these concerns and also communicate these concerns timely through Pioneers CARE.

Refer a student online at http://carereport.du.edu

When working with the student, try identifying signs or stressors. These signs may include but are not limited to the following situations:

- Academic difficulty
- Difficulties with family/home environment
- Difficulties with adjusting to the college experience
- Excessive or unexplained absences
- Financial concerns
- Mental health issues
- Physical health issues
- Relationship issues
- Self-harm concerns
- Unable to locate a student
- Witness to an incident

CARE Team

When an undergraduate student is involved in a crisis situation, the Pioneers CARE administrator assigns the case to a member of the CARE team (a group of Student Life professionals). The CARE team steps in to connect students with relevant campus resources and outside agencies. Most times, we may need to communicate with the reporting party to help accurately assess the needs of the student. The CARE Team will also outreach to the student to understand his/her situation and develop a plan of action leading towards his/her success.

When a graduate student is involved in a crisis situation or needs support the Pioneers CARE administrator in the Office of Graduate Studies steps in to connect with the student, determine the best resources on campus to help find solutions and develop a plan of action leading towards his/her success.

Note: While we may develop strong, supportive relationships with students, the CARE Team does not provide individual student therapy.

EMERGENCY – Life Threatening Situations
Call 911 first, then 303-871-3000
(on campus call x1-3000)

When Should I Refer a Student?
Think of student issues/concerns as a stoplight. A student may share with you academic, social or personal issues. When speaking with a student, ask open-ended questions to gain more information to determine whether the issue is a green light, yellow light or red light issue. If you feel comfortable, ask questions about the student’s personal safety and the safety of others to further determine the severity of the issue. If you don’t feel comfortable, please consult with a faculty member and contact the Counselor On-Call at the Health & Counseling Center (303-871-2205). The
Counselor On-Call will assess the student over the phone to determine the level of the issue and an appropriate plan to help the student.

As a GTA, please keep the faculty and/or chair of the department apprised of these concerns and also communicate these concerns timely through Pioneers CARE.

**Situations You Can Handle- With Consolation from a Faculty Member in Your Department**

- No issues of risk to self or others are identified in your discussions with the student.
- Student is describing only one or two symptoms of distress (examples: can’t sleep, can’t focus).
- The issue is typically confined to one area of the student’s life such as social life, academics or family.
- The duration of the issue is less than a week in time.

**Your Role: Inform the student of the Pioneers CARE program**

1. Share with the student your desire for him/her to get connected to campus resources.
2. Tell the student you are going to file a Pioneers CARE report because of the issues shared and your concern.
3. Explain the mission of DU’s Pioneers CARE program: to reach out and support DU students who may be experiencing academic or personal difficulty.
4. Submit a Pioneers CARE report via the online reporting form, or call the Pioneers CARE administrator to consult or share information about the student.
5. The CARE Team will assess the situation and determine next steps/outreach for the student (and possibly follow-up with the reporting party).

**Situations Requiring Assistance- With Consolation from your Department**

- There is a possibility of risk to self or others.
- The student is describing two or more symptoms of distress (examples: can’t sleep, can’t focus, can’t eat, avoiding classes).
- The issue is affecting more than one area of the student’s life such as social life, academics, job or personal life.
- The duration of the issue is more than a week in time.

**Your Role: Unsure About risk**

You do not feel comfortable to determine if a risk issue is involved but are concerned:

1. Share with the student that you want to ensure his/her safety by having him/her briefly talk with the counselor on-call over the phone.
2. Immediately contact the Counselor On-Call at the Health & Counseling Center (303-871-2205), with the student in your office. Ask the counselor to assess the situation with the student.
3. If there is no imminent risk, discuss options for seeing a counselor. If the student expresses reservations about seeing a counselor, try to address these reservations and offer assistance with seeking services.
4. Submit a Pioneers CARE report via the online reporting form, or call the Pioneers CARE administrator to consult or share information about the student.
5. The CARE Team will assess the situation and determine next steps/outreach for the student and possibly follow-up with the reporting party.

**Urgent Situations Requiring Immediate Assistance**

- Issues of risk to self or others are identified in your discussions with the student.
- The student is describing three or more symptoms of distress (ex: can’t sleep, can’t focus, can’t eat, avoiding classes).
- The issue is typically affecting more than two areas of the student’s life such as social life, academics, job or personal life.
- The duration of the issue is more than two weeks in time.
Your Role: Red light issues are on a continuum. Base your actions on the risk-types explained below.
Types of risk under a red light situation:

**Imminent Risk by student to hurt self or others**
You are not sure that if you let the student leave your office that he/she will be safe:
1. Share with the student that you are concerned for his/her safety and plan to connect the student with the Health and Counseling Center immediately
2. Immediately contact the Counselor On-Call at the Health & Counseling Center (303-871-2205), with the student in your office.
3. Identify a plan with the Counselor that will ensure safety and ensure the student gets to the Health and Counseling Center to be assessed. You may be asked to walk the student to the HCC.
4. If the student attempts to leave, let him/her leave and contact Campus Safety to alert them of the situation.
5. Submit a Pioneers CARE report via the online reporting form, or call the Pioneers CARE administrator to consult or share information about the student.
6. The CARE Team will assess the situation and determine next steps/outreach for the student (and possibly follow-up with the reporting party).

**Emergent risk by student to hurt self or others**
The student has identified safety issues yet reports to you no immediate risk to act on these thoughts or ideas:
1. Share with the student your desire for him/her to get help concerning the issues identified. Discuss options for seeing any reservations. Assist them in seeking services.
2. Let the student know that because of the issues shared and your concerns, you will notify Pioneers CARE so someone can provide follow up outreach to ensure he/she is receiving the necessary support.
3. Submit a Pioneers CARE report via the online reporting form, or call the Pioneers CARE administrator to consult or share information about the student (Pioneers CARE 303-871-2400).
4. The CARE Team will assess the situation and determine next steps/outreach for the student (and possibly follow-up with the reporting party).

**What About Privacy Laws and Confidentiality?**
(To see the University’s FERPA policy visit [http://www.du.edu/registrar/media/documents/ferpa_employee.pdf](http://www.du.edu/registrar/media/documents/ferpa_employee.pdf))
- FERPA does not prohibit the disclosure of personal or classroom behavioral observations of students. FERPA allows us all the discretion to release this information to Pioneers CARE.
- Some concerns have been expressed by faculty and staff on campus that they are reluctant to share any information with the appropriate personnel on campus if the student advised them, verbally or in writing, that they were seeing a mental health or other medical professional. Note that anything expressed verbally by a student is not part of the “educational record,” and can be shared. If the student has advised a staff or faculty member of this in writing, it can still be shared with someone with “an educational need to know” as described by FERPA regulations, which would include appropriate personnel on campus.
- FERPA does not prohibit disclosure of personal observations to appropriate campus personnel about students of concern or to Pioneers CARE. You do not have to determine if this is an emergency that will be considered a threat of health or safety. You can consult with other appropriate personnel on campus for additional perspective, suggestions, resources, referral or assistance.

Health or Safety Emergency
It is always appropriate to call 911 or Campus Safety in the event of an emergency. FERPA allows the disclosure of information from the educational record, without the written consent of the student, under the following: “Persons in an emergency, if the knowledge of information, in fact, is necessary to protect the health or safety of the student or other persons.” The Department of Education interprets FERPA to permit institutions to disclose information from education records to parents if a health or safety emergency involves their child.
For additional information on FERPA, contact the Office of the Registrar at 303.871.3897 or see the [FERPA guide](https://example.com) for DU employees.

### What Does Title IX Mean to Me?

**Title IX Guidance:** Any institution receiving federal financial assistance is governed by Title IX, which prohibits discrimination in the course of any educational programming or activities based on an individual’s sex, including but not limited to sexual harassment and violence. Institutions get into trouble when they are aware of complaints of sexual harassment or violence, but do nothing about it. If the University knows or reasonably should know about issues that create a hostile environment, Title IX requires that immediate action is taken to eliminate the harassment, prevent its reoccurrence, and address its effects.

**STEP 1:** Always remember as a faculty or staff member (in your role as a GTA) of the University community, you have a duty to report a complaint.

Complaints: A complaint may be raised by virtually anyone, including the victim, a roommate, a teammate, a parent, or an employee. Likewise, the complaint can be received by any University employee. It need not be a formal or written document. The alleged harasser can be an employee, another student, or a third party visiting campus.

**STEP 2:** The University’s duty is to the victim and the entire community. Information reported to you is not confidential. While you can promise to keep the matter private, you cannot promise confidentiality to an individual.

Reporting protocol: Complainants should be referred to the Title IX Coordinator.

Campus Safety may also be contacted for initial reporting. These are sensitive matters that must be handled as confidentially as possible. However, confidentially should not be promised. There are a limited number of University employees who can maintain confidentiality, including licensed mental health and medical professionals, and clergy. Reports made to other University employees must be referred to the Title IX Coordinator, who can discuss in greater detail issues regarding confidentiality. A complainant can request anonymity, but to ensure that there is a consistent message discussions regarding confidentiality should be had with the Title IX Coordinator.

To ensure consistency and compliance with Title IX, the Coordinator and/or Campus Safety addresses confidentiality issues and explains prohibition against retaliation, discusses procedural or next step options, and provides resources. The Title IX Coordinator must be notified of every complaint.

**STEP 3:** Always report possible Title IX violations to the Title IX Coordinator at 303.871.7436 immediately; this includes rape, sexual harassment, and discrimination.