
Graduate Teaching Assistant Handbook



UNIVERSITY *of*
DENVER

OFFICE OF GRADUATE STUDIES



Academic Year 2017 - 2018

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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

The Academic Advising Office 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. The Academic Advising Office administers the undergraduate academic exceptions process, medical/personal 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, gymnasiums, ice arenas, 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

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

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 for more specific information on each program.

Intramural Sports

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.

Alpine Club

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

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

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

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 & Mobility 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-served basis until sold out. General and night/weekend permits are sold in unlimited quantities and can be purchased at any time throughout the school year. Restricted permitted lots may sell out quickly. When a restricted lot's permit allocation is "sold out" you may purchase your second choice and put your name on the waitlist for your first choice. We will make periodic waitlist offerings throughout the year as space becomes available in order to optimize the utilization of a lot.

How to Apply for a Parking Permit

Permits are sold via a [secure website](#). 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 listed under the [parking permits](#) tab.

Step 2: Select the [Purchase Online](#) button 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

Timeline for Students to Purchase a Parking Permit

Commuter Students May 15, 2017

Resident Students* July 17, 2017

* 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 Friday, August 11, 2017. 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](#). 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-served 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. General permits are valid in general lots in the area noted on the front of the permit at all times. They are also valid in lots H1, Q, W and all other General lots from 4:00 p.m. to 6:00 a.m. Monday – Friday and all day Saturday and Sunday.

Night/Weekend permits - 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 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.

Restricted lots – These lots are gated and controlled by access via your parking permit. A restricted lot permit is valid only at one designated restricted lot and any General lot after 4:00 p.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.

Contact Information:

Parking Services Office

2130 High Street, Denver, CO 80208

Phone: 303.871.3210

Website: www.parking.du.edu/parking

University Career Center

University Career and Professional Development is located beneath the DU Bookstore in Driscoll Student Center South. It is a clearinghouse for career, internship and professional development needs.

University Career and Professional Development advises

- Undergraduate students
- Graduate students*
- University College students
- New alumni in their first year after graduation†

All DU students are encouraged to use these specialized services:

- Individual career advising, career planning and goal-setting assistance.
- Career interest, personality and strength assessments.
- Resume, curriculum vitae (CV) and cover letter critiques.
- Individualized job and internship search assistance.
- Guidance on creating and building your online presence and professional network through LinkedIn, Academia.edu and other social media.

- [Pioneer Careers](#): This is an online job database for professional full-time and part-time positions. Users may also research anonymous salary and employment data for University alumni.
- [Pioneer Career Blog](#): The blog is our hub for new, timely, career related content, top job leads and a robust event calendar including on- and off-campus opportunities. Sign up for the Hot Leads newsletter and get top jobs delivered to your inbox every week.
- On-campus interviewing with regional and national employers.
- Career and internship fairs as well as industry related networking events.
- Employer contacts, events and information sessions.
- [Alumnifire](#): A professional online network that connects students with DU alumni for career assistance and networking.
- Over 190 career, internship and professional development workshops per year.
- Extensive online resources with information on career options, graduate schools and employers.

To learn more, [visit us online](#). To schedule an appointment with an advisor in University Career and Professional Development, log in to [Pioneer Careers](#) or call 303.871.2150.

*Graduate students from Daniels College of Business, Sturm College of Law and Josef Korbel School of International Studies are served by their respective career offices.

†Alumni who are at least one year past graduation are served by [Alumni Career and Professional Development](#). Alumni from Daniels College of Business, Sturm College of Law and Josef Korbel School of International Studies are served by their respective career offices.

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 [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.

CME helps create a welcoming experience for success in our increasingly diverse democracy, international workforce and global society 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.

In addition to opportunities CME offers specifically to graduate students (see the [Your Graduate Experience Handbook](#) online) 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.
- [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.
- [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.

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.
- **[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 [IRISE Professional Development & Research Grant webpage](#).

Contact Information:

Center for Multicultural Excellence

Driscoll Center North

2055 E. Evans Ave.

Denver, CO 80208

Phone: 303.871.2942

Email: cmeinfo@du.edu

Website: www.du.edu/cme

Facebook: www.facebook.com/DUCME

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, and
- 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](#) 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 Rights and Responsibilities

Student Rights and Responsibilities supports the University and Student Life Division missions by providing programs and services designed to foster a positive and safe environment for student learning. Student Rights and Responsibilities 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. 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)

The DSP provides appropriate accommodations as required by the Americans with Disabilities Act (and Amendments Act – ADA/AA; 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, but are not limited to 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 mental or physical condition that substantially limits one or more “major life activities” 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 via email at dsp@du.edu.

Documentation

In order to determine eligibility for services and accommodations, documentation of disability(ies) may be required. This information is kept in the DSP records and will not be part of a student’s university record. Please view [DSP’s documentation guidelines](#) for more information about providing supporting documentation and a printable copy.

Accommodations

In order to determine eligibility for services and accommodations, documentation of disability(ies) may be required. This information is kept in DSP and will not be part of a student’s university record.

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, and/or
- diagnostic referrals for LD/ADHD.

Referral Services

If a student is experiencing academic difficulties and is concerned about the possibility of having 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](#).

Contact Information:

Disability Services Program
 Ruffatto Hall, 4th Floor
 1999 E. Evans Avenue, Denver, CO 80208
 Phone: 303.871.2372
 Website: www.du.edu/studentlife/disability-services/

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

There are four cornerstones of the Learning Effectiveness Program that are addressed through the support of the academic counselor: self-awareness, self-determination, self-advocacy, and accountability.

Academic Counselors also assist with

- written and expressive language assignments,
- developing organizational and learning strategies, and
- instructing on time management.

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.

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, differences and/or ADHD
Free	Fee for Service
Appropriate and reasonable accommodations (not an inclusive list)	Extended services (tutoring and time management/organizational support)

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
Ruffatto Hall, 4th floor, 1999 E. Evans Avenue	
303.871.2372 303.871.2278 303.871.7432	303.871.2372

Contact Information:

Learning Effectiveness Program (LEP)
Ruffatto Hall, 4th Floor
1999 E. Evans Avenue
Phone: 303.871.2372
Website: www.du.edu/studentlife/learningeffectiveness/

Center for Advocacy, Prevention, and Empowerment (CAPE)

Supporting survivors of sexual violence and promoting healthy relationships

The Center for Advocacy, Prevention, and Empowerment (CAPE) is a support service under the Counseling Services Department at the Health and Counseling Center that supports survivor healing by providing advocacy and support for victims of sexual violence, stalking, sexual harassment, and relationship violence. CAPE advocates can assist survivors, and any family or friends, to cope with the physical, psychological, judicial and/ or legal aftermath resulting from gender-based violence. All services are confidential and free of charge. For more information please contact the Coordinator of CAPE Advocacy Services at 303.871.3853.

CAPE also offers the afterhours Counselor on Call for members of the DU community who have experienced sexual assault, relationship violence, or stalking/harassment. To speak with the Counselor on Call after business hours, call 303-871-2205, then press 1.

Jobs and Internships

There are several opportunities for students to get involved with gender violence prevention under the Health and Counseling Center: Graduate Fellow Positions, Peer Education Internship, Work-study positions.

How Can Students Get Involved?

The Department of Health Promotion, under the Health and Counseling Center, is a close partner with CAPE and hosts numerous events throughout the year focused on the education and prevention of gender violence. Students can get involved with and/or volunteer throughout the year by contacting the Coordinator of Gender Violence Prevention and Education at 303-871-7442. For updates on event announcements, articles, postings, and updates related to gender violence prevention, “Like” us on [Facebook](#).

Contact Information: Coordinator of CAPE: 303-871-3853
After Hours Counselor on Call: 303-871-2205, then press 1.
Website: www.du.edu/cape

Graduate Student Government

The role of the Graduate Student Government (GSG) is to advocate for graduate students and represent graduate student interests to the DU administration, Board of Trustees, faculty, and community at large. 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) and student organizations at the University of Denver. Each academic program is represented by a GSA, which works within the school or program to provide support to students, while also advocating for their student groups at GSG meetings and votes. There are also many student organizations that work with the GSG.

GSG is guided by the goal of excellence in research and professional development, as well as the goal of building of a strong and sustainable DU community. GSG plays an active role in graduate student programming by co-sponsoring and leading events throughout the year. You can keep up with GSG news and events and find ways to get involved with your school's GSA through our bi-weekly email updates, and by visiting the [GSG website](#). If you have an event you would like to share with the graduate student community feel free to email the [GSG](#).

The GSG holds meetings throughout the quarter. All graduate students are welcome to attend meetings and share information, voice concerns, and interact with other members of graduate leadership. 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.

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.

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](#).

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](#).

Graduate Student Associations (GSAs)

Here are links to the various graduate student associations on campus:

- [College of Education Student Association \(COESA\)](#)
- [Graduate Business Student Association \(GBSA\)](#)
- [Graduate Students of the Four Faculties \(GSFF\)](#)
- [Student Bar Association \(SBA\)](#)
- [Graduate School of Social Work \(GSSW\)](#)
- [Graduate Student Association of Professional Psychology \(GSAPP\)](#)
- [Korbel Graduate School of International Studies \(KSIS\)](#)
- [Joint DU-Iliff](#)

Contact Information:

Email: gsg@du.edu

Website: 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 (STIs)
- 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 Wednesday and Thursday 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](#) 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

Graduate Assistantship Health Insurance Scholarship (GHIS)

Description

The GTA/GRA Health Insurance Scholarship is offered to eligible Graduate Teaching and Research Assistants and covers the cost of the DU Student Health Insurance Plan (SHIP) and the Health and Counseling Center Fee (HCF).

Awarding Criteria

Graduate Assistants are offered this scholarship when their hiring department indicates that they will be a full-time Graduate Teaching, Service or Research Assistant (GTA, GSA or GRA) for fall through spring quarters and may meet all of the eligibility requirements.

Eligibility Requirements

To be eligible for the Assistantship Health Insurance Scholarship students must meet all of the following criteria¹:

1. Have a full-time appointment as a GTA, GSA or GRA for fall, winter, and spring quarters
2. Complete the requirements of your full-time GTA/GSA/GRA appointment for fall, winter and spring quarters
3. Have a tuition waiver offer from your 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 have been charged/assessed the SHIP and HCF fees²
7. Must NOT waive the SHIP and HCF fees online
8. Must complete the online acceptance process³

After accepting the scholarship, failure to fulfill any of the above listed requirements may result in a hold being placed on your account which will not be removed until you have paid the health insurance charges.

¹If you have been told that you will receive this scholarship but you do not meet these requirements, please contact the Office of Graduate Studies at 303-871-2649.

²For information about adding the fees, or reversing waived fees, or for questions about coverage under the DU Student Health Insurance Plan, or the Health & Counseling Center Fee, please contact DU Student Health and Counseling at 303.871.2205 or by email at info@hcc.du.edu. You can also visit: www.du.edu/hcc.

³For more information about the awarding process and instructions for accepting or declining the scholarship, please visit: <http://portfolio.du.edu/ghis>.

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 comfortable, 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 & Inclusive Community

The Department of Human Resources & Inclusive Community commits to fostering a community of inclusive excellence through strategic leadership and service of the highest quality. The University of Denver strives to create and maintain a community in which people are treated with dignity, decency and respect, characterized by mutual trust, freedom of inquiry and expression, and the absence of intimidation, oppression and exploitation. The University's Offices of Equal Opportunity (EO) and Title IX establish procedures to assist in carrying out its responsibilities and enforcement of the University policies and all other applicable laws. Each employee of the University is responsible for understanding the University's policies and procedures, including the handbook. Each member of the community is responsible for conducting oneself in accordance with University policies and procedures. Please visit, [EO and Title IX Procedures, Policies, and Resources](#), for information.

Human Resources is available to support your development and assist in the event of workplace issues or employment related questions. Human Resources also provides a comprehensive listing of support resources.

- People Development: [On-line learning, professional development and leadership skills](#)
- Employee Relations: [Employee Handbook, Policies/Procedures and Support Resources](#)

We encourage you to explore our [HR Home Page](#) and familiarize yourself with the countless opportunities available to you to ensure a fulfilling and successful experience at DU.

For a complete list of HR contacts, please visit [HR Services and Contacts](#).

Contact Information:

Human Resources & Inclusive Community

Mary Reed Building, 4th Floor

2199 S. University Boulevard, Denver, CO 80208

Phone: 303.871.3962

Website: www.du.edu/hr

The Ombuds Office

Confidential, Informal, Impartial and Independent

The Ombuds is a confidential and informal resource to help people navigate the University of Denver. 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](#)

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>.
2. Sign in with DU ID# and passcode.
3. Click on the *Employee* tab.
4. Click on "paycheck direct deposit."
5. Enter your 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 to 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](#), 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 Information Technology 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.

Hours

Sunday, 10 am-2 am

Monday to Thursday, 7 am-2 am Friday, 7 am-10 pm

Saturday, 9 am-10 pm

Important Phone Numbers

Lending Desk- 303.871.3707

Research Center- 303.871.2905

Music Library- 303.871.64

Resources

The starting point for library research is the [University Libraries website](#). Using the main search tool on the site you can search for articles, books, and much more. You may also locate article databases by subject or alphabetically or review guides and tutorials on library research. 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 Card to check out materials. You may access books and DVDs in the AAC or Music Library yourself or place a request for an item in the library's search tool. All materials at the Hampden Center remote storage facility must be requested in advance online; deliveries from the Hampden Center occur daily. 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 to 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@du.libanswers.com, 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 good 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, is available [online](#).

Other Libraries

In addition to the Main Library at the Anderson Academic Commons, students also have access to both the [Bonfils Stanton 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.

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.

*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 [website](#).)

Light Rail / Buses

A light rail station 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 also visit [RTD's website](#), to use their Trip Planner tool, or go to [Way to Go](#) for help planning a trip by any mode you choose.

Bicycles

Bicycling is a great way to get around campus, go to the grocery store, and explore the Denver area. It is recommended that anyone bringing a bike to campus register it with Campus Safety. Registration is easy, free and can be done on Campus Safety's [website](#). 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

If students don't own a bike, or don't want to bring their own, bike sharing is an option for all DU students through the student-driven Piogears bike share program. The Center for Sustainability-supported program provides bikes for students to use for an entire quarter. For just \$25 a quarter plus a \$150 deposit students are provided bike rental, helmet, and a

University approved U-lock, as well as free tune-up. The bike share program is supported in part by the Park Hill Bike Depot.

Car Share

Need to make small trips in a vehicle? You don't need to bring your car to campus. Car Share is a great way to enjoy all the benefits of a car without the hassle of car ownership such as parking and maintenance. Enterprise CarShare has three vehicles on campus that are available for use by DU students, staff, faculty, and the surrounding community. There are also several other car share companies in the area available to DU students, including eGo Car Share, car2go, and Zipcar.

The Writing Center and the Writing Program

The University of Denver's national-award-winning University Writing Program leads several connected writing initiatives on campus, including the first year writing sequence; the advanced seminar course undergraduate requirement (ASEM); support for writing and teaching writing in majors, general education, and graduate degree programs; 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 papers, theses, dissertation chapters, or articles for publication. We welcome all writers who want feedback from an informed reader or who want to continue developing new writing skills and strategies with the help of a writing consultant.

Specifically, our resources for graduate students include the following:

- Individual and group consultations, lasting up to 45 minutes, on any writing project. Most of our writing center consultants are graduate students themselves; they can work with you once or meet with you regularly over the course of your degree program.
- Writing partner or writing group support. We can help you and a few classmates to form and maintain a writing group as a way of making meaningful progress toward a larger writing goal.
- Workshops and focused writing sessions for graduate students, including specialized support for dissertation and capstone paper writers. Check our website for our [current schedule](#).
- Help in learning to teach writing to undergraduates across disciplines. Our faculty can help you to develop and scaffold rich assignments or respond efficiently and effectively to student papers. We can also facilitate a workshop with your students on specific writing issues.

As a GTA, 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 [website](#).

The Writing Program's director is Dr. Doug Hesse, and the Writing Center's director is Dr. Juli Parrish. The program's twenty-five 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: wrc@du.edu

Website: www.du.edu/writing/

Guidelines for GTAs in the Laboratory/Classroom

The Nuts and Bolts of Being a Competent GTA

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 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.

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 protocol 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.

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.

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.

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.

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 check your grades, register for courses, and log in to Canvas.

Login

You will need your DU ID and password to access [PioneerWeb](#).

Enter your University of Denver ID and password and click the login button. If you do not have a University of Denver ID or you are having trouble with your password, contact Information Technology 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 content into categories of tasks and resources. Some of these tabs access specific systems on campus while others are links to public resources. As your role and activities at the University of Denver change, you may see new tabs and content appear.

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](#), 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/>, 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 navigation bar with links: Home, My Portfolio, Community Manager, Assessment, Communities, Discussions, Search, About, Help, and Log Out. Below this is a secondary navigation bar with links: Professional Info, Example Portfolios, CTL Workshops, Google Tools, Celiac Disease, Private, '07-'08 PEDS, and University Networking. The main content area features a profile for Jenn Light, including a photo of her performing a handstand, her name, and her portfolio URL: <http://portfolio.du.edu/jlight>. Below the photo, there are two paragraphs of text describing her role as an Instructional Technology Support Specialist and her advocacy for technology in education. To the right of the profile, there is a section for Contact Information, listing her name and title: Instructional Technology Support Specialist, Center for Teaching and Learning.

Other Technology Resources

Computer Help

Call the DU Helpdesk at 303.871.4700, or visit their [website](#).

Forwarding Your Email

To forward your DU email, go to the [UTS email page](#) and change your email preferences.

DU Course Media™

[DU CourseMedia™](#) 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

“Diversity and Inclusive Excellence strengthen our community and are at the heart of our mission of teaching and learning, research and designing knowledge, and service to the public good.” –[Chancellor Rebecca Chopp](#)

The [Office of Inclusive Excellence](#) has 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

Means being a reflective practitioner

- Actively commit oneself to the process of self-actualization
- Increase personal awareness of one’s own worldview
- Critically examine one’s own ideas, assumptions, and values, and how those beliefs have an impact on one’s pedagogies
- Articulate where and how worldview had 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 awareness of how personal 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

Means honoring, sharing and validating multiple perspectives

- 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

Means making appropriate curriculum content changes and going beyond superficial multiculturalism

- 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

Means teaching practices that benefit historically marginalized students and all students

- 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
- Identify 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

Inclusive Learning Environments

Means creating welcoming learning environments that care and respect for all students

- 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 Identify 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

Contact Information:

Center for Multicultural Excellence

Phone: 303.871.2942

Email: cmeinfo@du.edu

Website: www.du.edu/cme/resources/inclusive-excellence.html

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 students 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 using the [CARE Referral Form](#).

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

If you know of a student who is experiencing any of the above signs or stressors, we encourage you to submit a Pioneers CARE report through the [online reporting system](#).

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 Consultation 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 the student 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. Explain the mission of DU's Pioneers CARE program: to reach out and support DU students who may be experiencing academic or personal difficulty.
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.
4. 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 Consultation 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 safety by having the student 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 the student will be safe:

1. Share with the student that you are concerned for the student's 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 the student 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 the student to get help concerning the issues identified. Discuss options for seeing any reservations. Assist the student 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 the student 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 review the University's FERPA policy see the [FERPA Guide for DU Employees](#).

- 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 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.