Graduate Teaching Assistant Handbook – Table of Contents

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Welcome to Graduate Education and Teaching at the University of Wyoming

Congratulations on your appointment as a graduate assistant! For many of you, this is an important chapter in your life, as you transition from undergraduate studies to becoming an independent scholar and representative of the university. New responsibilities are added to your role as a student and you are about to make important contributions that are critical to the University of Wyoming.

In addition to your academic experiences, you will now serve in research and creative work, provide instructional support, and offer undergraduate student mentorship. The diversity of these complementary activities is intended to strengthen your expertise and facilitate your professional development. Regardless of your primary responsibility here, we encourage all our graduate assistants at UW to excel both as learning scholars and as teachers of the knowledge and skills of their disciplines and awareness of the theoretic underpinnings and critical thought essential to creation of new knowledge. The experience you will gain from is invaluable to your preparation for your professional career.

To facilitate your growth as an effective instructor for UW’s students, we provide this Graduate Teaching Assistant Handbook as an introduction to your training in pedagogy. We also provide our students a range of learning opportunities and environments. Learning takes place in traditional classrooms, studios, and laboratories, and also in the field and in the community. UW’s most effective teachers are constantly learning by testing new strategies and approaches to convey topics to facilitate higher levels of understanding within their students. Because students learn most effectively when they are actively engaged, university educators learn to employ a range of strategies to facilitate student learning. In this handbook, you will find a number of these strategies and approaches. Some will work for you, some will not fit your particular uses. Pick and choose wisely, for that is the role of the effective instructional graduate assistant.

We wish you the very best in all of your endeavors at the University of Wyoming and look forward to sharing the day you receive your graduate diploma.

Sincerely,
Office of Graduate Education
Division of Academic Affairs
Ideally, all graduate students would take advantage of the opportunity to teach at least once during their graduate program. Your graduate funding source will determine whether you are required to teach at UW. Graduate student stipends are supported in a variety of ways at UW, but two primary sources are research grant funding and UW state funds intended to support our teaching mission. Graduate assistantships that are derived from state-funded sources require teaching responsibilities. Most departmental staff or your faculty mentor will be able to tell you if you are funded through a state-funded GA. Many graduate students are funded through research grants obtained by their faculty mentors to do research and to produce specific outcomes described in the grant proposal. In this case, you should ask your faculty mentor the expected outcomes of your work. Other assistantships may involve additional duties depending on funding sources, such as Extension Education or student service activities. More funding information can be found under Graduate Assistantship Funding on the UW Graduate Education website. If you have an interest in teaching, there are usually opportunities to available. We encourage you to discuss options with your faculty mentors.

Resources for Graduate Assistants with Teaching Responsibilities

Students awarded an assistantship involving any type of teaching responsibility, including labs, lectures, paper grading and interpretation to students, are REQUIRED to successfully complete the Graduate Teaching Orientation PRIOR to assuming their duties. The Graduate Teaching Orientation is designed to introduce Graduate Assistants to principles and issues in college teaching. The University of Wyoming strongly encourages all Graduate Assistants to consult with their departments to define teaching interests and responsibilities prior to attending the teaching orientation.

You can plan your schedule to include the Graduate Teaching Orientation by consulting the schedule available through the Graduate Education website or asking staff within your department. The Ellbogen Center for Teaching and Learning (ECTL) offers Graduate Student Programs and Resources that provide graduate students with a broad introduction to the teaching profession in addition to the initial Graduate Assistant Teaching and Learning Symposium and New Graduate Student Orientation. Failure to satisfactorily attend and complete this teaching seminar may result in cancellation of your assistantship.

International Students with Teaching Responsibilities

All international students who will serve in a graduate assistant teaching capacity at UW must successfully complete the English Oral Proficiency Exam. Departments cannot waive this exam. Failure to pass the exam may result in the cancellation of the assistantship. Students applying to graduate programs at UW may enroll in an online test prior to coming to campus. Students completing the online exam prior to arriving on campus should submit the results along with other application materials.

Departments may require students on assistantships to pass the exam even if the student will not be teaching. International students who have obtained an advanced degree at an English language university and who have already successfully served as a teaching assistant are exempted. International students should consult with their department to learn whether teaching is a requirement of their graduate assistantship.
Part 1:
Teaching Strategies

• Top Ten Reminders for New Graduate Assistant Teachers
• Developing a Relaxed and Confident Teaching Style
• The Course Syllabus
• Leading a Discussion
• Teaching a Lab Section
• Office Hour Strategies: Individual Instruction Outside of the Classroom
• Assisting Students in Distress
• Supporting Academic Integrity
• Grading and Commenting on Student Work
• Monitoring Learning: Beyond Tests and Assignments
• Inclusive Teaching
• Information Literacy
• Active Learning for Deeper Understanding
• Teaching with Technology
Top Ten Reminders for New Graduate Assistant Teachers

1. If possible, meet with the former instructors or GAs of your assigned class. They are likely to have valuable advice regarding your responsibilities and may be able to answer many of your questions and concerns.

2. Consult with your faculty advisor before making any major changes to the syllabus or course design.

3. Prior to class, visit your classroom to make sure you are familiar with the technology. Check that your presentations and/or writing on the blackboard can be read from the back of the class.

4. Remember, not all students learn like you. Use a variety of teaching methods in order to engage student learning. The Ellbogen Center for Teaching and Learning offers a variety of workshops and has instructional designers who can help with teaching methods.

5. Reflect (through journaling or in dialogue with others) after each class about what went well and what you might do differently next time.

6. Consider developing a short early/mid-term evaluation to give to students. This feedback will let you know what is going well and what areas require further work. The Ellbogen Center for Teaching and Learning can also assist with this.

7. If you are grading papers, develop grading rubrics in conjunction with the instructor of record and share them with your students. This helps students understand your expectations and will reduce their anxiety. It also helps you to be consistent and fair in your grading practices. For more information on grading rubrics, see Introduction to Rubrics by Stevens and Levi, available in the ECTL Library.

8. Being nervous is natural. Coming to class prepared can help ease this a bit. And remember, in all likelihood, you know more than the students.

9. Model professional behavior. Students will treat you with the same regard that you offer to them. Mutually respectful behavior leads to a trusting environment and promotes learning.

10. Read or join the ECTL GA learning community book club to discuss, First Day to Final Grade: A Graduate Student’s Guide to Teaching (Curzan & Damour, 2011) and/or register for our spring 3-credit Course on College Teaching (GRAD 5910).

Check out the following links for further helpful hints for graduate assistants:

Tips for the First time Graduate Student Instructor

10 Helpful Tips for New Graduate Teaching Assistants

UW LeaRN teaching guides
Prepare

If you are leading any kind of class (for example, as lab instructor, discussion leader, lecturer for the day or instructor of record), start preparing enough in advance so that you can review and revise your plans. Read and study all text assignments or homework problems. Design a detailed lesson plan or agenda in which you break down the class session into smaller time units. Write notes to yourself about how you will adjust if your plan goes over or under your predicted time frame for each part of the class. Practice a lecture or an introduction out loud. Try to practice all drawings and prepare all handouts prior to your class.

Evaluating student work and performance is challenging because it involves the highest level of cognitive thinking. Before you start reviewing student work, take a couple of hours to plan your commenting and grading strategies. Scanning the entire set (or a subset) of submissions will help you to understand the range in quality. Scanning individual work from beginning to end prior to grading, enables you to respond to the overall thinking and purpose in addition to the specifics. Also, use written scoring guides for all evaluating and grading. For courses that have multiple GAs leading discussion sections and labs, create a common scoring guide and compare your evaluations from time to time. Enlist the help of more experienced GAs and faculty mentors if you have any hesitation about the fairness of your grading.

Know and interact with students

Learn students’ names quickly, within the first two weeks if possible, and use their names. Before and after class, have conversations with individuals and with groups of students. Encourage students to talk with each other. Walk around the room and meet and greet students who choose to sit in the far corners of the room. Be authentic. Do not isolate yourself in the classroom by sitting behind a desk during lab or by always standing behind a table or lectern at the front of the room. When you talk, look students in the eye, and look at students in all parts of the room.

Develop professionalism and leadership qualities, including a sense of humor

Take charge of the classroom and develop a professional teaching demeanor. Make sure everyone has a place to sit and can see. In a lab, ensure that everyone has the materials. Welcome students, even late arrivals. Develop good chalk or whiteboard writing, drawing skills, and legible handwriting; illegibility is not excusable. Impressions count, so convey enthusiasm, interest, and good humor. Be aware of the impression your clothing
conveys. Project your voice and speak clearly. Do not hesitate to use a microphone if you are in a large lecture hall and are soft-spoken. Be alert to any difficulties individual students may have with your speaking style, such as rapid speech or an accent that some students may need help understanding. Be on time and do not leave early. Keep all office hours and appointments, and deal professionally with emergencies that you or your students may face. Return student work promptly. Resist sarcasm, especially in email or in comments on student work. Establish boundaries in the classroom and in your office by creating an approachable, professional communication style.

**Engage students in intellectually interesting tasks and conversation**

No matter what your role, you can enrich your students’ learning by engaging them in informal and formal discussions of the topics being covered in the class. Find interesting case studies that involve important discoveries or that highlight major debates in your discipline. Even a two-minute summary of a case study can spark student interest. Search for class-related examples from across the globe or from diverse United States cultures to give students a glimpse into the depth and breadth of the course topics. Share the story of how you became interested in the discipline and of your professional goals. Make intellectual connections with students throughout the semester and acknowledge their ideas.

**Take advantage of your common ground**

It is likely that you understand the complexities of contemporary student life better than many professors do. You may have a skill with certain kinds of technology that will help you connect in positive ways. Students may appreciate hearing how you are managing your student and work responsibilities.

**Talk about teaching**

Meet frequently with the instructor of record or a faculty mentor and with fellow graduate students to talk about teaching. Take advantage of any teaching colloquia sponsored by the Ellbogen Center for Teaching and Learning (ECTL) and your department, join the Graduate Student Network at UW, and/or work with your fellow graduate students to establish regular times for informal discussions of teaching in departmental lounges or seminar rooms. *Seek help on problems as soon as they arise.*
The Course Syllabus

If you are the official instructor of a course, you can start the semester well by developing an informative syllabus that will guide students through the course. If you are assisting a faculty member, you can help by always having the syllabus on hand, keeping students informed about upcoming assignments, and making connections from one part of the syllabus to another.

Functions of a course syllabus

At the minimum, the course syllabus is a catalog of information about the instructor, the texts, the assignments, the calendar, the objectives, and the course policies. Some instructors also regard the syllabus as an intellectual guide as well as a course agenda. For example, a syllabus can present a thesis, claim, or argument about the subject matter. Various parts of the syllabus then provide a sequence of claims, a body of evidence, and assignments in which students grapple with thesis-related problems. A syllabus can also guide students on how to take control of their learning by presenting the opportunities the course offers to the students, outlining the student work and summarizing how students and instructors will assess progress.

Information that is required to be in a course syllabus is outlined in UW Regulation 2-117, Course Syllabus Requirement.

Syllabus checklist (see examples on the ECTL teaching tips link)

- Instructor information: full name and title, phone, fax, email, website, office location and office hours.
- Course information: name of department, college, and university; title of course, prefix and number, current semester and year, meeting times and designated classroom.
- Brief course description, course purpose, content, and goals.
- A brief discussion of the role of the course in the department or program’s curriculum: prerequisites, University Studies categories, its place in the major or minor.
- Resources for class: print and non-print materials; course packets; required and recommended materials; library reserves; course websites and online materials.
- Course requirements: readings, labs, discussions, tests, papers, portfolios.
- Expectations the instructor will have for students: participation in discussion or following safety procedures in lab, cellphone policy, policies for attendance, late work, and incompletes.
- Description of grading criteria. Check with your department about the policy on the +/- grading system (A, A-, B+, B, B-, etc.). Indicate your grading system clearly.
- Disabilities/accommodations statement (see p. 41 of this handbook) and statements on academic integrity.
- Subject-to-change caveat: course statement about how syllabus changes will be communicated.
- On a separate page or website, include a tentative or working day-by-day course calendar that includes lecture topics, reading assignments, due dates for homework, dates for quizzes and tests, topics for discussions, any changes in meeting spaces and important directions (for example, what students need to bring to class).
Class discussion can be highly effective for helping students apply abstract ideas, think critically, and develop higher-order reasoning skills. To maximize these benefits, instructors take as much time to plan a discussion session as they do a lecture. Planning involves identifying the goals and purpose for the discussion, and then creating an outline that ensures students advance their knowledge through the course of the discussion.

Types of discussion

In deliberative discussions, students consider a variety of voices, texts, and experiences in order to create meaning. It is important to distinguish deliberative discussions from debates. In deliberative discussions, the goal is not for certain participants to win but for all participants to advance their understanding of a topic or issue. Deliberative discussions in college classrooms often are organized around the following types:

- **Appreciation**: Students examine cultures, values, and styles in order to understand differences and similarities. Discussions in humanities courses often begin with a focus on appreciation.

- **Examination of Issues**: Students examine the complexities of choices, assumptions, values, goals and politics. The social sciences often rely on these discussions.

- **Analysis**: Students focus on methodology, reasoning, disciplinary thinking, rules, assumptions, and ways of problem solving. The law, sciences, philosophy and business depend on these discussions.

In consensus discussions, students collaboratively apply criteria and clarify options to judge or choose a course of action. This kind of discussion is often used by panels of judges. It can be effectively preceded by hearings in which students gather information and consider testimony. Hearings can take a variety of forms: interviews, question-and-answer sessions, focus groups, forums, panels or a series of short presentations.

In work sessions, students obtain useful feedback for developing and revising their work, such as class papers, performances, designs, and creative pieces. Work sessions have a variety of names: workshops, studios, labs, charrettes, study sessions, etc. They can be highly effective discussion settings for several kinds of course assignments including collaborative projects, case studies, problem solving, and peer reviews.
Debates involve taking a stand, developing formal arguments, and persuading others. Debates need careful preparation and clear structures to succeed.

Planning a discussion

Know the material. A discussion is usually based on some kind of course assignment such as a reading or video assignment, an observation of some kind, attendance at lectures, participation in a lab or clinic, or research. Discussion leaders should be thoroughly conversant with the assignment; it is difficult to monitor a discussion without having read the text that students are discussing.

Prepare ground rules. Write a draft of ground rules for discussion that explains your role as discussion leader, expectations for how students should participate as discussants and listeners, the kinds of comments that are not appropriate for discussion (e.g., contributions that stereotype individuals or groups). At the minimum, create a handout of the ground rules. Better yet, incorporate student ideas into your handout.

Write an outline or agenda for the session. Identify a few specific goals for the discussion session. Plan the amount of time that will be spent on each goal. Create an agenda or outline for the session and identify approximate numbers of minutes for each part of the outline. In addition to identifying goals and topics, identify formats for discussion (e.g., time for individual writing, working pairs, small groups, reports from group leaders, whole group discussion).

Leading the session

Beginning. Share your ground rules and outline with students ahead of time or at the beginning of the class period. Create a handout or write discussion guidelines on the board. For example, all students should monitor their own contributions and ask themselves if they are talking too much or not enough. Ask for students to contribute other ideas or suggest changes. Scan how students are seated in the room and rearrange seating so that all students have an equal chance to contribute. If at all possible, a circular formation where everyone one can see one another is optimal.

Middle. As you proceed through your outline, take notes and monitor the following:

- Time. If a part of the outline is taking longer than you planned, let students know how you will change the outline.
- Your role is to listen but not to respond to every student’s comment; if you do that, then you talk for 50% of the time! The goal is for students to respond to each other, not to have one-on-one exchanges with you. Instead of contributing your ideas (which will be regarded by students as the “expert’s opinion”), summarize from time to time what others have said and identify the points of contention or confusion. Better yet, invite students to do the summarizing.
- Develop strategies for inviting responses from those who are not contributing. For example, turn to a specific section of the room and ask for a contribution from that group of students.
- If the conversation stalls, keep it going by asking open-ended questions. For example, “what do you think about X.”
• If a student poses a question, after it is answered, ask the student why he/she asked or what he/she is thinking. This can reveal new contributions to the discussion, since individuals usually have something in mind when they ask a question.

**Ending.** Be sure to allow a few minutes for closing the discussion. Summarize. Use the board. Pose questions for future discussion or reflection. Connect the discussion that just happened to other parts of the course. Ask for a one-minute paper in which students summarize or respond to the discussion.

**Assessing**

Review your notes. Read the one-minute papers. Take a few minutes to reflect in writing on whether the outline and ground rules worked. Identify the main points raised in the discussion. Write a summary document and send it to students in an email. Include your own assessment in your summary. Invite responses.

**Recommended reading:**


Available for checkout from the ECTL library - Coe Library, room 510.
Teaching a Lab Section

Labs are premier opportunities for students to engage in active, hands-on learning. Lab assistants typically monitor and assess, as well as provide timely guidance, while students do their lab work.

**Preparation**

Make every effort to attend lecture sessions to discover ways to connect lab to lecture, to support and learn from the professor, and to learn more about the students. Work all lab activities, problems, and experiments before your session and note potential problem points for students. Be familiar with all equipment, procedures, vocabulary, and the lab manual. Practice drawings on the board before class. Communicate with other GAs and the professor about the lab topics, materials, goals, connections to lecture, and teaching practices.

**Supporting student work during lab**

Get to lab early and be the last to leave. Know and use the names of all students. Walk around and talk to students before class. Bring extra copies of anything the students are supposed to bring to lab, such as handouts, texts, or calculators, and then distribute to those who need them. Lecture only briefly and use the opportunity to connect the lab activities to lecture content. Write all assignments and deadlines on the board, or bring a handout with this important information. Announcing these details is probably not sufficient, and late students will miss your announcements. Never sit away from students while they are working. While you walk around, you can assess how students are doing, and many will ask questions they might not ask in front of the whole class. Talk to small groups. Keep track of time and announce how much time is left for a particular activity. If there are natural breaks in activities during a lab session, take the opportunity to ask students to summarize what has happened thus far, identify difficult parts, and to announce tips for the next part of the lab. If activities or experiments fail, use the moment for a problem-solving discussion. What might have caused unexpected results? How could an experiment be created to follow-up on the hypothesis? Real science is not canned—neither will labs be.

**Adjustments in teaching from lab to lab**

As soon as possible after a lab, write notes about its successes and challenges for the students and for you. Note what worked and what didn’t work for students in terms of such issues as content, methodologies, time, safety, and collaboration. Note the questions students asked or didn’t ask. Record your perception of how prepared students were to complete and/or understand the lab. Use these notes to prepare for the next lab session and discuss your findings with the instructor of record. You will likely be able to make some changes that will help student learning and performance. If your duties involve grading student lab work, refer to the chapter in this handbook on grading and commenting on student work. Finish the grading well ahead of the next lab in order to take advantage of the opportunity to make changes based on what you learn from their work.
Office Hour Strategies: Individual Instruction Outside of the Classroom

The teaching and learning that occurs in one-on-one settings can be exceptionally rewarding for both student and instructor. Individual or small group meetings in the office are excellent ways to become acquainted with students, and once they visit you, they will more likely seek your help with homework, class projects, and writing assignments. Your office is usually a better place than the classroom to discuss grades. You may also find yourself giving students some career counseling or support as they confront personal challenges (see section on Assisting Students in Distress).

Strategies for effective instruction outside of the classroom

- Early in the semester, create a schedule for groups of 4-6 students to come to your office. This is a great way for you to learn names and become familiar with the diversity of your students, and students will overcome their hesitation to visit you later in the semester.

- Advertise office hours and always keep them. If you are unable to keep an office hour, email all students about being away and, if possible, establish an alternative time.

- Advertise to your students what forms of out-of-class communication you want to encourage them to use with you. Possibilities include telephone calls, emails, online chats, walk-in office visits, and appointments. Decide if you will accept phone calls on your personal phone and if you accept text messages. Some GAs who share offices establish regular office hours at the Union or Coe Library or a lounge in a classroom building. Students with disabilities may need to meet in a different place if your office is not easily accessible.

- When you meet students in your office, always keep the door open, this is for your protection as well as theirs. Design your office or meeting space (which may be no more than a desk in a room with other GAs or a table in the Union) for the comfort of visitors. Do not create barriers between you and the students. For assistance with homework and writing, you will probably want to sit next to a student. Keep a stash of paper and writing instruments for you and your students. A computer and a white board can be invaluable tools to have handy.
- Do not answer your phone, read or write text messages, or read or write email while you are working with students.

- At the beginning of an office visit, clarify the purpose of the visit and identify a time frame. As the office visit proceeds, from time to time ask the student if you are providing useful assistance. When your designated time frame begins to draw near its end, start having a closing discussion. If the student needs more help, schedule another office visit and talk with the student about the kind of work that should happen before the next visit.

- Office visits with small groups of students are very effective for learning. Instead of you always providing the answers, students will learn that they can help each other.

**Office hour problems**

One or more of these problems are likely to occur. Never hesitate to solicit the help of other GAs and faculty with any of these issues:

- Students complaining about other GAs or about the professor,
- Students seeking exceptions or exclusive treatment,
- Students from other sections who come to your office hour because of convenience, perceptions of better help, or lack of availability of the other GAs,
- Flirting or even sexual harassment (in this case, please refer to university policies and procedures),
- Students who seek your help so often that they appear to have an advantage over others, or students who become so dependent on you that they can barely function on their own,
- You are spending so much time in your office helping students that your personal or academic life starts to suffer.

**Requirement to keep office hours**

If you are the primary instructor for a course, you are required to keep office hours. Policies for these required office hours vary by college. Your supervisor, department head, and office staff members will help you clarify the policies.
If you become concerned about a student’s emotional health because of comments made in class, comments made in writing, or because the student comes to you with concerns, you may refer the student to the University Counseling Center. The University Counseling Center is located in 341 Knight Hall. You also may consult with the UCC or the Dean of Students Office, which coordinates the UWYO Cares Team (please see the following page for more information).

The most important aspect of engaging with a student is to communicate your interest and care. You do not need to have all the answers; responding to a person with honest, nonjudgmental feedback will improve the referral process. At the same time, be direct if you have a concern about safety. Here is an example of what this communication may look like:

**Set up a meeting:**

*Taylor, I would like to talk with you for a few minutes about your work in this class. Could we meet tomorrow during my office hours, or is there another time that might work better for you?*

**During the meeting:**

Keep your focus on the student’s performance in class. You may suggest help by saying something like this: *Taylor, I’ve noticed you’ve been missing a lot of classes lately and your grades have been slipping. I know there can be a lot of stress when balancing personal and school life sometimes. There are a lot of free support systems here on campus, such as the counseling center, which can help students relieve some of that stress. You can look them up on the UW website for more information. I also want to talk with you about finding ways you can succeed in this course right now.*

If there is any doubt about the safety of a situation, err on the side of caution. Do not hesitate to contact the University of Wyoming Police Department at 766-5179.
The University of Wyoming is focused on helping students achieve their goals and on supporting students on their academic journey. We understand students are often navigating challenges which prevent them from fully engaging in their academic work or with campus community.

The UWYO Cares Team is a University of Wyoming multi-disciplinary team responsible for assessing, responding to, and evaluating the safety and welfare of individuals who present concerns of any nature. Families, students, faculty, and staff are encouraged to report concerns about a student's health, wellbeing, safety, and/or academic success.

There are two ways to submit a report:

1) Visit the Dean of Students website: [http://www.uwyo.edu/dos/](http://www.uwyo.edu/dos/) and click on the UWYO Cares Program in the left hand menu. There you can find the link to the reporting form.

2) Download the UWYO Cares Guide on the UWYO Guidebook App on your mobile device. Click on the Report a Concern in the menu bar.

When you submit a student report of concern to the UWYO Cares Team, you are informing the Dean of Students Office that you have seen or heard something regarding a student that causes you to be concerned. The Dean of Students Office will work with our partners, including the University Police Department*, the University Counseling Center*, Residential Life, Student Health*, Stop Violence Program* and our Welfare Coordinator, to contact the student.

Your report may be the activating event that helps the student get connected to appropriate campus resources, or you may be providing supplemental information about a student that assists in our ability to more appropriately reach out to support the student.

UWYO Cares Team members shall have a duty to protect confidential and/or sensitive information which is disclosed about students as part of the behavior intervention team process. The UWYO Cares Team members shall limit disclosure of information to within the UWYO Cares Team and/or employees having a need to know in order to care for the student.

Questions about UWYO Cares Team or submitting a report? Contact the Dean of Students Office at 307.766.3296 or dos@uwyo.edu

*Please note that these members are confidential entities and they do not discuss specific students or cases.
University Counseling Center (UCC) Services

UW students may receive assistance with problems that interfere with academic progress, daily living, adjustment to university life, or relationship issues through group, individual, or couples counseling; crisis intervention services; or brief problem-solving sessions. Drop-in, emergency hours and scheduled appointments are available daily. Most individual counseling is short-term and time-effective; most students get their needs met with four or fewer sessions.

UCC collaborates closely with the STOP Program in the Dean of Students Office by providing counseling support to students who are victims of sexual violence as well as collaborative programming regarding prevention of sexual assault, relationship violence, and stalking.

UCC professional staff are trained in helping students cope more effectively with the stresses that interfere with their academic progress. The counseling staff consists of licensed psychologists and counselors, as well as doctoral and master’s level students who are completing their training in counseling and psychology.

Who is Eligible?

UW students are eligible for free counseling, regardless of age, ethnicity, gender, ability, race, religion, sexual orientation, veteran status, political belief, or progress toward academic degree. UCC is a Safe Zone for all students seeking services.
Supporting Academic Integrity

At the beginning of a semester, students have the best of intentions about their courses. They are not planning to take major shortcuts that involve plagiarism of papers, cheating on exams, or copying homework. By the end of the semester, however, some instructors encounter problems with plagiarism and cheating.

**Why are people tempted by academic shortcuts?**

Students often take shortcuts in their work because they have competing responsibilities and they are short on time. Some students may lack time management skills. They may be novices with expectations that require them to rapidly develop expertise, but they may not have the required knowledge. Most likely, they fear the challenges of their academic tasks, but they want to be regarded as high performers.

**What can instructors do to encourage academic integrity?**

Instructors can make relatively small changes in their courses and in their teaching that will help students engage in their academic assignments, manage their time, improve their academic skills, and learn the different disciplinary expectations. The payoffs will be evident in better all-around performance on assignments in addition to reduced plagiarism or cheating.

- Take the time to teach students how experts in your discipline read, write, and conduct research, or alternatively, what your specific expectations are. Students report that they rarely receive direct instruction in how to cite, paraphrase, and shape arguments that are based on the work of others. If they have received instruction in one discipline, they cannot easily translate their learning to another one.

- Talk to students about the points in the semester when they may experience difficulties with time management, starting assignments, or lack of knowledge that may interfere with completing an assignment. Remind students about upcoming assignments and ask them to give brief progress reports to each other in class.

- Help students manage their time by creating short assignments as steps to completing major assignments. Even a three-sentence progress report written during class time will help students along, especially if they give these reports to each other for feedback.

- Give students a specific statement about the ethics of academic work in your disciplines. The example of such a statement on the next page could be amended to include academic principles important for your courses.
Principles of Academic Integrity

Academic work is devoted to pursuing, cultivating, preserving, and transmitting knowledge; it is similar to a very extensive and systematic conversation. Academic integrity consists of the virtues that support and nourish the conversation: Accuracy, honesty, transparency, openness to questioning, willingness to communicate, and similar virtues. Violations of academic integrity thwart the purposes of academic work. All professions rely on these virtues and expect them of their members.

Plagiarism consists of representing someone else’s words or ideas as your own, whether deliberately or inadvertently. It can take a variety of forms; they all violate the norms of academic integrity, as do other actions like turning in the same paper for two different classes or cheating on exams. For more information on the University of Wyoming’s policy on plagiarism, see UW Regulation 2-114, Procedures and Authorized University Actions in Cases of Student Academic Dishonesty. Avoiding plagiarism and maintaining academic integrity is accomplished by a set of good practices that begin with reading and go all the way through accurate referencing in bibliographies. For example:

*The good practice of reading* means taking notes (writing in books, etc.).

*The good practice of attribution* means always making clear whose voice or idea is being presented.

*The good practice of paraphrasing* means to transform an idea into new phrasing, and nearly always means to digest and condense it for the purpose of connecting it with other ideas.

*The good practice of quotation* means both accuracy of form (including quotation marks) and aptness of selection. *

*The good practice of citation* means clearly identifying cited materials in their original sources.

*The good practice of accurate bibliographies* means clearly identifying the information needed for others to find the original sources.

*Note that quotations are not always appropriate, depending on the discipline (e.g. science writing).*

*Adapted and reproduced by permission from PacSem 2008, the first-year seminar of the University of the Pacific.*
Evaluating student work is one of the most intellectually demanding responsibilities in teaching. From an instructor’s perspective, goals for grading and commenting on student work include efficiency, accuracy, fairness, and effective communication, each of which can be challenging to achieve.

The value of scoring guides

Written scoring guides, or rubrics, are highly effective tools for evaluating student work, especially papers, lab reports, exams, problem sets, speeches, and designs. Scoring guides keep you fair and on track, they help you make efficient use of your time, and they are an excellent means of communication with students. Upfront time spent developing detailed and fair scoring guides will save significant time later when you are under stress to meet deadlines for returning student work. Rubrics also help to prevent grade disputes and to focus discussion on the quality of work. If you are a member of a group of GAs who are teaching lab or discussion sections for a large lecture course, scoring guides are invaluable tools for ensuring fairness and uniformity across sections.

A simple scoring guide consists of describing “A” or high quality work for a test or assignment. A more detailed guide will describe differing qualities: “A” versus “C,” for example or “Excellent,” “Fair” and “Poor.” An analytical scoring guide establishes a number of points or grades for a variety of categories, such as content, organization, and writing style, with an accompanying description of how to achieve the full number of points for each category. For grading problem sets, a scoring guide helps you to be consistent with how you grant or delete points.

If you can create a scoring guide well in advance of the syllabus deadline for an assignment, distribute it to students and discuss it for a few minutes. If you are unable to create a scoring guide until the assignment is submitted, start the process of writing a scoring guide by scanning a few of the student submissions. A quick scan will give you insight into the range of qualities and will help you to describe in writing the levels of quality. When you return assignments with your scores or grades, give each student a copy of the scoring guide.

Providing feedback

Students deserve feedback on their work, and they will especially appreciate comments that help them improve on drafts or on the next assignment. Feedback is most often given through writing, but many instructors are discovering the power of oral comments provided in an office visit or through electronic means, such as podcasting. One of the greatest challenges in providing feedback is time management. Devoting one hour to writing comments on a single student’s paper will not translate to an equivalent amount of learning for that student.
The following principles will help maximize the benefits of providing comments for both instructor and students.

- Before writing comments on any work (including quantitative problem sets), scan the entire piece and decide on two or three major points you will make in your comments. These points should relate to the intellectual and disciplinary purpose and content of the assignment. Scanning several submissions before you start is also a good idea.

- Provide comments about what is strong in the piece of work and what could be changed for improvement. Avoid abbreviations and global comments that do not relate specifically to the student work. For example, avoid phrases like “awk,” “unclear,” “poor organization,” or even “good.”

- Comment most often on ideas, use of evidence, logic, organization, and critical thinking. Resist the desire to aggressively edit grammar, spelling, punctuation, and sentence structure. Editing is not an effective teaching technique, and it deflects communication from the intellectual content. You can maintain high standards for writing style without excessive editing.

- If you have developed a scoring guide, use the vocabulary of the scoring guide in the comments you provide.

**Learning from student work**

After providing feedback on a set of student work, take the time (even 5 minutes) to summarize your perceptions of the strengths and weaknesses of the class performance in response to the assignment. Provide this summary to students orally or in writing. You will have discovered a significant amount about what students have learned because of the time you took to review and respond to their work. Take the opportunity to make small changes in the next assignment, create handouts, and/or sponsor some brief question and answer sessions in class about the next assignment or exam.

**Recommended reading:**


Major tests and class assignments give students good feedback on their standing in a course, but they may not be frequent enough to help students steadily advance. First-year students, in particular, benefit from early and frequent low-stakes or no-stakes assessments that help them monitor their own learning. In-class assessment techniques offer one of the best ways to monitor and promote learning; they are signposts letting students know if they are on the right track. The techniques are quick, easy to do, and result in immediate feedback for you and your students. They take very little class time. The techniques described below are three of dozens of possibilities.

**The one-minute paper**

This technique, which takes very little class time, can have significant effects for your teaching and for your students' learning. For example, you can start a discussion session by asking students to write for one or two minutes on the topic. You will be impressed by how writing before speaking elevates the level of discussion and increases the amount of participation. Similarly, starting a lab with a short pre-lab writing assignment will help students to focus on the purpose or goals of the exercise. Use a one-minute paper in the middle of a class to break-up a lecture or to start a question and answer session. One-minute papers at the end of class are invaluable assessment opportunities. Scan them to discover what you might need to teach again, and in the next class period, summarize what you discovered in the papers. Students will appreciate your interest and attention.

**Quizzes**

In addition to encouraging students to complete reading and other homework assignments, quizzes have a variety of useful purposes. In the weeks before a major exam, you can familiarize your students with your style of question in occasional quizzes. You can extend their learning and their confidence with test-taking by featuring best answers or best thinking when you return quizzes. Electronic forms of quizzes, with clickers or cell phones, have an added benefit of getting instant results that you can review on the spot. Combining an individual quiz with a small group quiz, in which students must come to a consensus about an answer, promotes critical thinking. Pausing for a short small group quiz in the middle of a class period helps students reinforce their learning and refocus for the second half of the period.
Midterm reality check

Near the middle of the semester, take 15 minutes of a class period to ask your students to anonymously provide answers to two or three questions: what is going well; what is difficult or challenging; and what needs to be changed. Be careful how you phrase this. It is better to ask for specific suggestions on how you could better facilitate student learning than to leave it as an open question. Before the next class period, read and summarize the responses, and then discuss with students what changes you can make (and the reasons why you can’t make other suggested changes). Instructors who employ this assessment technique confirm that it has significant benefits.

Recommended reading:

Available for checkout from the ECTL library - Coe Library, room 510
Inclusive Teaching

When someone with the authority of a teacher describes the world and you’re not in it, there is a moment of psychic disequilibrium, as if you looked into a mirror and saw nothing.

- Adrienne Rich

Being responsive to students’ diverse ways of knowing and learning is one of the most challenging tasks of college teaching. Rewards are gratifying when you can find ways to connect with a variety of students, including veterans (www.uwyo.edu/vetservices), older students (www.uwyo.edu/ntscenter), international students (www.uwyo.edu/iss), and students from a multiplicity of cultures (www.uwyo.edu/oma), sexual orientations (www.uwyo.edu/rrc), and abilities (www.uwyo.edu/udss). Additional information can be found on each individual website. Support services and other organizations are available for these students and can be found in the Appendix.

“Even though some of us might wish to conceptualize our classrooms as culturally neutral or might choose to ignore the cultural dimensions, students cannot check their sociocultural identities at the door, nor can they instantly transcend their current level of development... Therefore, it is important that the pedagogical strategies we employ in the classroom reflect an understanding of social identity development so that we can anticipate the tensions that might occur in the classroom and be proactive about them” (Ambrose et. al., 2010, p. 169-170).

The first step in moving toward inclusive teaching is to realize that few students will learn the same way you do. You cannot rely on your experiences to guide all of your decisions about teaching. The second step is to know that small adjustments can have positive impacts in helping students feel welcome and comfortable.

Diverse ways of knowing and learning

Research shows that culture plays a significant role in shaping how people learn. Some cultures, for instance, privilege inductive ways of knowing and learning. Students from these cultures may struggle in the university system that privileges deductive reasoning. For example, if you have international students in your classroom, be alert to signs of discomfort with American classroom etiquette. You can help them become comfortable, and their subsequent willingness to participate in class will help to broaden all of your students’ learning. Utilizing a variety of teaching strategies, activities, and assignments that will accommodate the needs of students with diverse learning styles, abilities, backgrounds, and experiences will help students from diverse background be successful in your classroom. In addition, when possible, provide flexibility in how students demonstrate their knowledge and how you assess student knowledge and development. Vary your assessments (for example, incorporate a blend of collaborative and individual assignments) or allow choice in assignments (for example, give students multiple project topics to choose from, or have students determine the weight of each assignment on their final grade at the beginning of the semester.)
Students with disabilities

As you develop and modify your teaching techniques and styles, keep in mind the diversity of students who may be in each of your classes, including students with disabilities. Try to be flexible, and creative when presenting new concepts and materials. To learn more about teaching students with visual, hearing, learning, or physical disabilities, please visit the Disability Support Services (DSS) website: www.uwyo.edu/udss.

There are many other types of disabilities represented at UW including respiratory disorders, psychological impairments, chemical sensitivities, head injuries, heart conditions, multiple sclerosis, asthma, diabetes, etc. Some students may require accommodations, which should be arranged and documented in advance. Below are some suggestions to consider when teaching a class that includes a student/students with disabilities. You may find these suggestions will be helpful for teaching any student!

1. Encourage students with disabilities to make appointments during office hours to discuss their accommodation and access needs. Ask the students how you, as an instructor, can assist in facilitating learning of the course material, and invite all students to share ideas with you about how to make your class more accessible. If you want to go a step further, learn about the principles and practices of Universal Design for Learning (UDL) by contacting the Ellbogen Center for Teaching and Learning. A good outside resource is on the University of Washington website (www.washington.edu/doit).

2. Pursuant to UW Regulation 2-117, Course Syllabus Requirement, you are required to have a statement or reference to the Disability Support Services website in the syllabus.
   
   Example: "If you have a physical, learning, sensory or psychological disability and require accommodations, please let me know as soon as possible. You will need to register with, and possibly provide documentation of your disability to Disability Support Services (DSS), room 128 Knight Hall. You may also contact DSS at (307) 766-3073 or udss@uwyo.edu. Visit their website for more information: www.uwyo.edu/udss.

3. When a student self-identifies, you may ask them to provide verification of the disability and confirmation that the requested accommodations are appropriate. DSS is responsible for verifying each student's eligibility for accommodations and determining what accommodations are appropriate. If you have not received information from DSS, accommodations may not have been requested and you are not required to provide them at that time. Assist students who have not made contact with the DSS office to do so; this will help facilitate the accommodations requested by the student. Remind students with documented disabilities that using DSS is their right, and it may really benefit them. We encourage instructors to set a tone of openness to accommodations.

Veteran Students

The rich diversity of experiences that veterans bring to the classroom can enrich both discussion and written work, if a wide range of options are provided so that veterans can choose whether or not to share personal experiences. Discussion of issues related to war, politics, patriotism, and the military are part of inclusive teaching and require careful and respectful management and facilitation. Like nontraditional aged students, veterans may isolate themselves from their younger civilian classmates. Some veterans may prefer sitting in the rear of the class or where they can easily scope out activity while having their backs to a wall as a self-protection measure.
Veterans may be multicultural learners, deal with gender issues, or even have disability related issues. Knowledge of campus resources is important to share. Accessing resources like the Veterans Services Center and the teachers of the UW veterans’ transition course may enrich your knowledge and help you make referrals when you become aware of a veteran’s status. Or consider these Top 10 Things You Should Know About Today’s Student Veteran from the National Education Association.

**Gender**

When working with gender in the classroom there are many angles. For example the term “chilly classroom” was originally coined to describe an environment in math and science classes that felt forbidding to females. Over time we have come to realize that gender in classrooms has a much larger impact. Working to take gender out of your classroom helps all students learn.

**Use Language That Includes All Gender Identities**

- Use inclusive language that emphasizes “All students can....”
- Use inclusive phrases to address the entire class (e.g. students, colleagues, scholars) rather than “men and women” or “ladies and gentlemen”
- When grouping students avoid grouping by gender - create groups by favorite color, tables, height, color of shoes, etc.
- Use examples of researchers, scholars and others who fall outside the gender stereotypes
- Respect the name/pronouns that a student uses
  - Ask students to indicate their name and pronoun of choice at the beginning of the class
  - Address students by the name and pronoun that corresponds to their gender identity
  - Maintain confidentiality of the student’s transgender status

**Instructional Techniques: Ideas to integrate gender inclusion into the school’s curriculum**

- Explore curriculum areas or units for inserting gender diversity issues or topics
- Create lessons helping students understand each other as unique individuals
- Discuss ways to stop gender stereotypes and stop gender-based bullying
- Teach students to be respectful and have empathy for everyone by implementing social emotional curriculums around equality and respect
- Integrate gender topics into the curriculum
- Assign open ended projects that allow for flexibility in gender
- Create space for students to articulate their own understanding and beliefs about gender

*Adapted from genderspectrum.org*
Recommended reading:


Available for checkout from the ECTL library - Coe Library, room 510

The Columbia Center for Teaching and Learning
*Guide for Inclusive Teaching at Columbia.*

[https://ctl.columbia.edu/resources/inclusive-teaching-guide/](https://ctl.columbia.edu/resources/inclusive-teaching-guide/)
University Libraries
The University of Wyoming recognizes the importance of producing information literate graduates. By including information literacy learning outcomes in the University Studies Program (USP), information literate students are prepared for lifelong learning and civic engagement in Wyoming and beyond.

UW Librarians are here for you in many ways (i.e. we have mad skills).

- Expertise in developing research activities, lesson plans, and assessable assignments through active and experiential learning.
- Global understanding of how and where promoting information literacy concepts is most appropriate.
- Tiered instruction program aligned with information literacy-related student learning targeted to specific USP courses.
- Subject liaison librarians support faculty, staff, and student research objectives within the majors and graduate and professional programs.

Tiered-Instruction Program:
- First Year Seminars: interactive tutorials, videos, quizzes, and activities, fully embeddable within WyoCourses
- Communication (COM1, COM2, COM3): in-person or online instruction
- Upper-level/graduate courses: liaison librarians partner with instructors to design customized workshops and/or assignments

Research Consultations:
- One-on-one or small group research appointments with liaison librarians
- Drop-in assistance at the Help Desk

Research & Instruction Services General Contact:
coeref@uwyo.edu

Kaijsa Calkins, Chair:
kcalkins@uwyo.edu

Library tutorials:
http://libguides.uwyo.edu/tutorials

Library instruction request:
http://uwyo.libsurveys.com/libraryinstructionrequest
Active Learning for Deeper Understanding

No matter how they teach, all instructors assume that students are actively participating in the lesson. For lectures, instructors assume careful listening and note taking is occurring and expect that students will rewrite and study notes. For discussions, instructors assume that all students are engaged listeners, even if only a few are actively talking. Instructors expect that students will understand how to read textbooks and assignments, that they will take notes, and that they will be critical readers. For complex reasons, these assumptions often prove mistaken. To support and promote active learning and deep understanding, instructors can apply the following strategies.

**Simple strategies**

Brief small group work (five minutes or less) in which students must work intensively on a problem and then report their results to the whole class may help deepen learning. Mix things up by having students draw a picture of a key concept and then discuss. Ask students to share examples from current events that relate to topics in class. Consider using the document camera to project student answers to problems instead of always projecting your “professional” answers. Featuring student work as part of the class lecture or discussion will result in a higher level of student accountability, quality, and interest.

**More complex strategies**

Complex assignments, although more difficult to manage and assess, present opportunities for students to apply their knowledge and learn the advanced thinking skills of synthesis and evaluation. Examples of complex assignments include case studies, debates, problem-based learning, collaborative projects, role-plays, simulations, and service learning. Planning and managing these kinds of assignments requires considerable time, and the work requires risk-taking on the part of both students and instructors. These challenges are usually worth it.

**Recommended reading:**


Available for checkout from the ECTL library - Coe Library, room 510.
A key skill needed to incorporate complex assignments into a course is project management. Instructor and students will need to agree on methods for communication, frequently submitting progress reports, making adjustments when plans go awry, and managing collaboration. Excellent organization helps. Complex assignments will create different course rhythms and will almost always result in unexpected occurrences. With a commitment to flexibility, mutual trust, and good humor, instructors and students are likely to be highly satisfied with the outcomes of these assignments.
Teaching with Technology

Instructional technologies can help enhance the teaching and learning experience within and beyond the classroom. WyoCourses, UW’s Learning Management System, multimedia materials, student response systems, online conferencing, and lecture capture tools are useful for delivering teaching materials, gathering and assessing student work, tracking and posting students’ grades, fostering student interaction, and extending teaching and learning beyond the confines of the class session.

WyoCourses Instructional Support
If you are the instructor of record, a WyoCourses website (or course shell) is automatically created for each course you teach. Students can access their WyoCourses from any internet-connected device. Use your course websites to distribute course materials, collect student work, and engage students in collaborative activities. Extend discussions beyond the classroom with WyoCourses discussions, blogs, Wikis, online chats, and videoconferencing.

For more information about WyoCourses, see www.uwyo.edu/ctl/idt or email wyocourses-inst@uwyo.edu. For WyoCourses Technical Support call 766-4357 or www.uwyo.edu/wycourses.

Multimedia materials
Various multimedia tools can further enhance live lectures and written course materials. Brief videos, audio recordings, and images that you link to or create engage students and support multiple and diverse ways of learning. Video capture tools (WyoCourses’ built-in Media Comment Tool, free online tools like Jing or Screencast-O-Matic, or full-featured video capture software like Camtasia, for example) and presentation software (e.g., Prezi or PowerPoint) can be useful for augmenting lectures and providing structure for class sessions. In the classroom, document cameras project images of documents or other objects. Note: If you are using work you did not create make sure you are complying with U.S. Copyright Law. For helpful information on copyright, see: www.uwyo.edu/generalcounsel/faqs/intellectual-property/copyright/.

Student Response Systems
Use student response systems, such as Poll Everywhere or iClicker, to gather immediate feedback from students about questions you ask in class and/or help you gauge student attendance, knowledge, understanding, or engagement. Project real-time responses to stimulate discussion, and/or examine results and statistics later. Use a computer or document camera to capture and project students’ contributions during class discussions and/or students’ works in process.

Online Conferencing
Include off-campus students and/or outside experts in live or online class sessions through Zoom, WyoCourses’ web conferencing tool (Big Blue Button), Skype, or other online conferencing tools.
Lecture capture

Use WyoCast and My WyoCast (lecture capture) to live-stream classroom sessions and simultaneously record sound, video, computer images, and presentations into archives that students can view later online. Encourage students to use WyoCast archives to review materials presented in class, to study for exams, and to critique their own presentations, or expand a guest speaker’s audience with WyoCast.

For more information about WyoCast and My WyoCast, see www.uwyo.edu/infotech/services/multimedia/wyocast/

Faculty Learning Studio

Drop in the Ellbogen Center for Teaching and Learning to consult about a wide range of curriculum and pedagogy questions, explore more advanced uses of WyoCourses, or get a refresher about the basic WyoCourses tools. Open to all UW instructors—teaching face-to-face, distance, and/or blended courses. No appointment is necessary. You can also email us at ectlidi@uwyo.edu to set up a custom workshop for you and your colleagues.

Mondays and Thursdays
2:00-4:00 pm, Coe Library 510F
[check the ECTL website for holiday and summer hours]

Join from a distance via Zoom: https://zoom.us/j/305711228
Part 2: Important Legal and Ethical Responsibilities

- The Family Educational Rights and Privacy Act (FERPA)
- Discrimination and Sexual Harassment Policies: Excerpts
- Students with Disabilities
- Academic Dishonesty: Excerpts
- University of Wyoming Code of Ethical Conduct: Excerpts
The Family Educational Rights and Privacy Act (FERPA)

What is FERPA?

The Family Educational Rights and Privacy Act of 1974, as amended (also known as the Buckley Amendment), affords students certain rights with respect to their education records. Specifically, students have the right to:

1. Inspect and review their education records;
2. Request the amendment of inaccurate or misleading records;
3. Consent to disclosure of personally identifiable information contained in their education record, except under certain permitted situations; and
4. File a complaint with the U.S. Department of Education concerning alleged failures of the institution to comply with this law.

How does FERPA apply to teaching personnel?

The law requires that teaching personnel treat students’ education records in a legally specified manner.

**Grades:** It is strongly suggested that students’ scores or grades not be displayed publicly. Even with names obscured, Social Security numbers and Student ID numbers (W numbers) are considered personally identifiable information and must not be used. If it is absolutely necessary to post grades or scores, a code word or number known only to the faculty member and the student must be used to assure that the student’s privacy is not compromised. Partial Social Security numbers or W numbers may not be used, nor should the information be posted in alphabetical sequence by student name. Grades, transcripts, or degree audits distributed for purposes of advisement should not be placed in plain view in open mailboxes located in public places.

**Papers:** Graded papers or tests should not be left unattended on a desk or in a box in plain view in a public area, nor should students sort through them in order to retrieve their own work.

**Class rosters/grade sheets:** These and other reports should be handled in a confidential manner, and the information contained in them should not be disclosed to third parties. Copies of class rosters containing students’ Social Security numbers or W numbers should not be routed in the classroom for attendance taking or any other purpose.

**Parents:** Parents, spouses, and other relations do not have a right to information contained in a student’s education record, nor do they have the right to discuss the student’s performance.

**Employers:** Employers do not have a right to educational information pertaining to a student.
**WyoRecords**: Access to the student information on WyoRecords is not tantamount to authorization to view the data. Faculty and Graduate Assistants are deemed to be “school officials” and can access data in WyoRecords if they have a legitimate educational interest. UW staff members may obtain access if they have a legitimate educational need to know. A legitimate educational interest exists if the staff member needs to view the education record to fulfill his or her professional responsibility. Neither curiosity nor personal interest is a legitimate educational “need to know.”

**Letters of recommendation**: Do not include information about students’ grades or grade point averages in letters of recommendation without the written permission of the student.

**Students’ schedules**: Do not provide anyone with a student’s schedule; do not assist anyone other than a university employee in finding a student on campus. Refer such inquiries to the [Dean of Students Office](#).

**Confidentiality flag**: Students may elect to keep information, including address, phone number, and other directory information, private. If a student has chosen this option, the phrase, “Confidential Information for,” will appear before the student’s name in WyoRecords. The student should provide photo ID when making inquiries about his or her academic record.

**Lists of students**: Do not provide anyone with lists of students enrolled in your classes for any commercial purpose. Requests of this nature should be referred to the [Office of the Registrar](#). When in doubt, contact the Office of the Registrar for guidance at (307) 766-5272.

The University of Wyoming strives to fully comply with this law by protecting the privacy of student records and judiciously evaluating requests for release of information from these records. If you have any questions about the release of information, please contact the Office of the Registrar (307) 766-5272.

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More information about FERPA, as well as specific scenarios can be found at:

[www.uwyo.edu/registrar/FERPA](http://www.uwyo.edu/registrar/FERPA)
The University of Wyoming does not discriminate on the basis of sex in its education programs and activities, consistent with Title IX that requires it not to discriminate in such a manner.

To report a complaint, go to [www.uwyo.edu/report-it](http://www.uwyo.edu/report-it) or email report-it@uwyo.edu, or contact Equal Opportunity Report and Response:

**Jim Osborn**  
Title IX Coordinator/Manager of Investigations  
Bureau of Mines, Room 320  
jimosbrn@uwyo.edu  
766-5228

**Dann McLean**  
EEO and Diversity Specialist  
Bureau of Mines, Room 319  
Dmclean3@uwyo.edu  
766-5200

*(For more information about UW Regulation 4-2 Discrimination and Harassment, please visit [www.uwyo.edu/reportit/policies](http://www.uwyo.edu/reportit/policies))*

It is the policy of the University of Wyoming to prohibit sexual harassment and all forms of discrimination that are based on race, color, religion, gender, national origin, age, disability, sexual orientation, etc. All students, faculty, and staff have a responsibility to assist in the enforcement of this policy, be aware of its contents, and to abide by its terms.

Administrators, managers, supervisors, department heads/chairs, deans, vice presidents, and members of the Campus Police are directly responsible for promptly reporting any complaints of sexual harassment and other forms of discrimination to EORR. The Manager of Investigations and the appropriate University officials shall promptly investigate and attempt to resolve the complaint in a timely manner.

**Training**

Harassment and Discrimination Prevention ONLINE Training *(Formerly known as Sexual Misconduct and Duty to Report)* ([www.uwyo.edu/diversity/epo/](http://www.uwyo.edu/diversity/epo/))

All University employees are required to participate in training within 90 days of hire about responding to and reporting sexual misconduct. This course teaches employees to identify and eliminate workplace harassment and discrimination based on “protected characteristics” by assisting employees with understanding the law and responding to misconduct appropriately. This evidence-based course will strengthen our commitment to the prevention of sexual misconduct at the University of Wyoming.
Sessions are available online. New employees will receive an email from University of Wyoming Online Training with a link to the EVERFI portal. Employees will then need to sign in using their UW credentials to complete the course. For questions or more information, please contact the Office of Diversity, Equity, and Inclusion at diversity@uwyo.edu or (307) 766-3459.

“Make the Call: Sexual Harassment/Discrimination for UW Supervisors, Managers, and Faculty”

Prevention Training

Since 2004, EORR (part of Diversity and Employment Practices) has been conducting training on preventing sexual harassment/discrimination and UW Regulation 4-2, which outlines UW’s non-discrimination policy. This training is mandatory every 3 years for managers and supervisors, including all faculty, and has been well received by those who have already attended.

You can register for sessions on your own by logging into WyoWeb and opening UW Employee Self-Service, then go to Courses and Conferences. You can view the entire course schedule or search for the course you want to take. There will likely be more than one page of courses available, so use the arrows at the top of the list to view more options. Click on the “Add to Cart” icon to sign up. Please remember that even though the course is free, you must “Check Out” before the registration is complete. After you “Check Out,” you will receive an email confirming your registration as well as a reminder a few days before the course.

If you have problems registering, a list of available sessions is also located on the training page of our website (http://www.uwyo.edu/reportit/learn-more/training.html). You can find the date and time that work best with your schedule and contact us to register. Please call 766-5200 or email report-it@uwyo.edu if you have any questions or to request an accommodation.

Sexual Harassment

The University of Wyoming will neither tolerate nor condone any act of sexual harassment. Sexual harassment is a form of sex discrimination, which violates state and federal laws. In addition to mandatory training for managers and supervisors, training will be available during new employee orientation and on an as needed basis.

Sexual harassing behavior consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct, or other verbal or physical conduct or communication of a sexual nature when:

- Submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining or retaining employment, of obtaining an education, or of obtaining educational benefits or opportunities; or
- Such conduct is pervasive, has the purpose or effect of substantially or unreasonably interfering with an individual’s employment, education, educational benefits or opportunities, creating an intimidating, hostile, or offensive employment or education environment. Sexual harassment as defined herein is generally limited to conduct or communication by someone in authority but also includes any sexual harassment as defined when perpetrated on any student or employee by any other student or employee.
Sexually harassing conduct includes but is not limited to:

- Sexual name calling, jokes, spreading sexual rumors, or overly personal conversations of a sexual nature
- Subtle pressure for sexual activity
- Inappropriate patting, pinching or fondling, pulling at clothes, or intentional brushing against an individual’s body
- Demanding sexual favors accompanied by implied or overt promises of preferential treatment with regard to an individual’s employment or educational status
- Any sexually motivated unwelcome touching, cornering, or blocking an individual’s movement
- Conditioning a student’s grade or academic progress on submission to sexual activity
- Hanging or displaying sexually explicit pictures, posters, drawings, or any other inappropriate items in the workplace
- A pattern of conduct intended to cause discomfort or humiliation, or both, that includes one or more of the following:
  - Unnecessary touching or hugging,
  - Remarks of a sexual nature about a person’s clothing or body, or
  - Remarks about sexual activity or speculations about previous sexual experiences.

The university recognizes that not every advance or consent of a sexual nature constitutes harassment. Whether a particular action or incident is a personal social relationship without a discriminatory effect requires a determination based on all the facts and surrounding circumstances.

**Consensual/amorous relationships**

Common sense dictates whether supervisors/managers or faculty should enter into intimate relationships with subordinates and students or whether such individuals should supervise those with whom they are intimately involved. Further, the university urges supervisors and faculty to consider whether their actions will be seen as unethical by other employees and students who may consider themselves to be disadvantaged by the personal relationship. Such relationships are potentially exploitive and should be avoided.

**Responsibility**

Any person who believes he or she has been the victim of sexual harassment by any employee, student, or visitor of the university, or any third person with knowledge or belief of such conduct should report the alleged acts immediately.

Employees and students may make clear through affirmative conduct and/or verbal statements to an alleged harasser that such conduct is unwelcome, uninvited, and should cease immediately. However, the employee or student’s inability to curtail the conduct or verbal statements does not, in itself, negate the validity of the offensiveness of the conduct alleged.
Confidentiality

All complaints of sexual harassment and other forms of unlawful harassment (race, color, religion, gender, national origin, age, disability, and sexual orientation) shall be considered confidential (particularly complaints of sexual harassment) and only those persons necessary for the investigation and resolution of the complaint will be given any information. The university will respect the confidentiality of the complainant and the individual against whom the complaint is filed to the extent possible consistent with the university’s legal obligations to protect the rights and security of its employees and students.

Employees and students should feel confident that issues relating to sexual harassment and other forms of discrimination will be given appropriate attention in the Equal Opportunity Report and Response Unit.

It is important for individuals who are experiencing or know of others who are experiencing sexually harassing behavior to immediately report it to a University official. As the University’s policy states, such behavior is prohibited and will not be tolerated. It is also important for individuals who are not sure about such behavior to seek advice from whomever they are most comfortable.

Anyone having questions or comments regarding the UW Regulation 4-2 or the University’s policy prohibiting sexual harassment is encouraged to contact the Equal Opportunity Report and Response Unit (766-5200/report-it@uwyo.edu).

Retaliation

The University affirms the right of individuals to file charges of illegal discrimination without fear of reprisal. Each employee or student who, in good faith, complains about illegal discrimination of any kind is protected from illegal retaliation and any act of retaliation will result in appropriate disciplinary action. Charges of retaliation shall be treated as separate and distinct from original charges of discrimination and will be investigated by the Equal Opportunity Report and Response Unit.

Managers, supervisors, and faculty who are found to be participating in any form of employment- or education-based retaliation against any employee or student may be subject to disciplinary action up to and including termination of employment.

Similarly, persons who file frivolous or bad faith allegations of discrimination may be subject to disciplinary action.

For the full sexual harassment policy, see materials at the ReportIT Website: www.uwyo.edu/reportit
Disability Support Services (DSS) is a campus-wide resource available to faculty, staff, students, and visitors to ensure that individuals with disabilities are provided appropriate services and accommodations to allow for access and an equal opportunity to participate and learn.

Pursuant to UW Regulation, 2-117, Course Syllabus Requirement, you are required to have a statement or reference to the University Disability Support Services website in the syllabus. A sample statement may be:

*If you have a physical, learning, sensory or psychological disability and require accommodations, please let us know as soon as possible. You will need to register with, and provide documentation of your disability to Disability Support Services (DSS) in room 109 Knight Hall. You may also contact DSS at (307) 766-3073 or at udss@uwyo.edu. Visit the DSS website for more information: www.uwyo.edu/udss.*

DSS assumes the responsibility of obtaining documentation from students and determining appropriate accommodations then communicating those with facility and staff. Collaboration with faculty most commonly occurs when student accommodations include note and test-taking accommodations, provision of accessible text and course materials, interpreters, transcribers or assistive listening devices, etc. DSS staff are also available to answer any questions for faculty and staff relating to students who suspect they may have a disability, best practices in the classroom, etc.

The Montgomery Technology Center (MTC), housed within DSS (Knight Hall 7), provides an alternate computer lab location and various assistive technology and software to assist students with disabilities.

**For more information on DSS, contact:**

Disability Support Services (DSS)

766-3073 (also TTY)

[www.uwyo.edu/udss](http://www.uwyo.edu/udss)
Academic Dishonesty and Code of Ethical Conduct

UW Regulation 2-114: “Procedures and Authorized University Actions in Cases of Academic Dishonesty”

The University of Wyoming has very strict regulations concerning academic dishonesty. In short, “academic dishonesty” involves any action attempted or performed that misrepresents one’s involvement in an academic endeavor in any way, or assists another student in misrepresenting his or her involvement in an academic endeavor.

Code of Ethical Conduct

The University of Wyoming is committed to sound, professional standards of integrity and ethical conduct. To implement the principles in this Code of Ethics, the University of Wyoming has developed policies, procedures, and university regulations for conduct related to academic honesty, non-discrimination, and use of university resources. Upholding the basic values we share depends upon knowing the applicable policies and incorporating the requirements of law and spirit of policy into our actions. As faculty, staff, administrators, and trustees, we recognize that our behavior jointly affects our individual reputations and that of the entire university community.

For the full text of UW Regulation 2-114 and the University of Wyoming Ethical Code of Conduct, go to the Office of General Counsel’s website.
Part 3:

Pursuing Excellence in Teaching

- Writing a Teaching Statement
- The Teaching Portfolio
- Professional Development Opportunities in Teaching & Learning for Graduate Students
- The Ellbogen Outstanding Graduate Assistant Teaching Awards
Writing a Teaching Statement

A teaching statement, sometimes called a philosophy of teaching, is a public document for students, colleagues, supervisors, prospective employees, and review committees. Teaching statements are published in teaching portfolios, course syllabi, web pages, review packets, and application materials. A teaching statement written for a course syllabus will probably differ from one written for prospective employers, and you will find that a teaching statement is a living document, developing and deepening over time as your teaching résumé grows.

Suggestions for developing the statement

Start by brainstorming a list or concept map of your teaching activities, including mentoring individual students (in office hours or a lab) as well as teaching in more formal settings. You won’t address everything in the statement, but you may be surprised by how much teaching you have done and how things connect.

Consider answering some of the following questions when developing your teaching philosophy:

- How do people learn?
- How do I facilitate learning?
- What goals do I have for my students?
- Why do I teach the way I do?
- What are my goals as a teacher?

Style and content in a teaching statement

The length of a teaching statement depends on its purpose. A statement intended for colleagues or for prospective employers might be 1 - 3 pages. A statement included in a course syllabus will probably be shorter. Write in first person, and consider writing in shorter sentences than you might use for academic research writing. Readers will appreciate an honest, reflective style in which you discuss your evolution and aspirations as well as your successes. In a statement meant for colleagues, develop major ideas with concrete, specific examples. For example, if you are making a claim for the importance of interactive learning, briefly describe one or two of your actual assignments or class activities. Consider describing how your teaching style connects to or departs from signature pedagogies in your discipline.

Recommended reading:

Available for checkout from the ECTL library - Coe Library, room 510.
The Teaching Portfolio

Purpose

A teaching portfolio is a collection of professional materials that demonstrate not only your strengths but your evolution as a teacher and your critical, reflective thinking. With a portfolio, you can proactively construct a professional profile. Potential readers include hiring committees, employers, colleagues, scholarship and grant committees, and students. A portfolio is a living document that changes over time. A number of professionals are required to keep extensive portfolios for purposes of assessment and review. For example, faculty and academic professionals at the University of Wyoming routinely submit extensive portfolios (which are called packets) in which they document excellence in teaching, research, and professional development.

Creating a teaching portfolio

1. Mark a drawer or file folder and start to collect the follow-up teaching materials: syllabi, class handouts, lab manuals, articles on teaching that relate to your philosophy on pedagogy, copies of student work (be sure to get permission from students), student evaluations, peer reviews of your teaching, your own reflections on teaching, and so on.

2. Plan and choose materials for a specific purpose. Depending on your purpose, you may create more than one version of a portfolio. A specific purpose and audience will help you determine what materials to choose and how to write your analytical and reflective pieces. The portfolio should be readable in an hour or less, and it should read as one continuous document with chapters or parts, not as a collection of disparate materials.

3. Write an analytical or reflective piece to accompany each part of the portfolio. For example, if you include a set of student evaluations, write an introduction in which you explain the class, identify patterns in the evaluations, and reflect on the nature of the student comments.

4. Some parts of your portfolio should demonstrate how your teaching has evolved. For example, you could show how you changed an assignment in response to the work that students submitted the first time you used the assignment. Or you could show how you have changed a syllabus to incorporate advice from an expert.

5. Create a table of contents and write an introduction to the portfolio.

6. For ease of access and reproduction, consider creating a website to feature your professional portfolio.
Benefits

Graduate students who have completed portfolios in the past few years report numerous benefits. Many suggest that teaching and overall professionalism improve as a result of reflection, planning and creating a portfolio. Working with others on portfolio projects, and publicly presenting project results, establishes collegiality within and across disciplines. There is no question that completing a professional portfolio significantly helps graduate students to achieve their next steps: admission to PhD programs, receipt of graduate assistantships, or gaining employment in academic and nonacademic jobs.
Professional Development Opportunities in Teaching and Learning for Graduate Students

The Graduate Student Teaching and Learning Symposium
The Office of Academic Affairs in collaboration with the Ellbogen Center for Teaching and Learning sponsors a one-day teaching symposium in the fall prior to the start of classes for all graduate students who have first-time teaching responsibilities at UW. Symposium leaders include University of Wyoming faculty and administrators. The symposium format includes plenary sessions and small-group conversations. Additional information on the symposium can be found at [www.uwyo.edu/uwgrad/enrolled-students/](http://www.uwyo.edu/uwgrad/enrolled-students/).

ECTL Teaching and Learning Seminar Series
These interactive sessions are designed to address a spectrum of teaching topics of interest to new instructors. Experienced instructors with significant success in teaching lead many of these workshops. All graduate assistants are encouraged to attend. Visit the ECTL website for a list of seminars and to register.

Course in College Teaching – GRAD 5910
GRAD 5910, a three-credit S/U course, generally offered spring semester for graduate students who want to broaden their skills and knowledge in the area of teaching in higher education. This course provides opportunities to develop skills and knowledge in order to design learning materials in one’s discipline; create a rich, interactive, and productive classroom; successfully assess student learning; develop an effective personal teaching philosophy; and reflect on teaching and learning experiences. Enrollment is capped at 25 students. The course is listed in the online course catalog under “Other Programs” GRAD-Graduate School.

ECTL Teaching and Learning Certification Program
Through this certification, participants are exposed to the theory and practices of effective teaching and learning. The certification challenges participants to examine teaching and learning for ways to engage learners using innovative techniques and technologies that enhance the learning experience. Participants have opportunities to re-design aspects of courses and present their work to others. Contact Janel Seeley at jseeley1@uwyo.edu for more information.

ECTL Graduate Assistant Learning Community Book Club
Join fellow GAs from a variety of disciplines in a facilitated discussion on the book *First Day to Final Grade: A Graduate Student’s Guide to Teaching*, 3rd edition (Curzan & Damour). This book prepares readers for a confident start as teachers, and gives them a firm foundation on which to develop their skills and personal classroom styles. Please check the ECTL website for more information and to apply.
Graduate Student Network at UW (GSN)

This Recognized Student Organization (RSO) is mainly focused on improving the professional and social aspects of being a graduate student. Like us on Facebook to learn about upcoming events and resources.

For details about these programs and other graduate student resources go to:

- ECTL at www.uwyo.edu/ctl or call 766-4847
- The Office of Academic Affairs at www.uwyo.edu/AcadAffairs or call 766-4286
- The Graduate Education website at www.uwyo.edu/UWGrad
The John P. Ellbogen Outstanding Graduate Assistant Teaching Awards recognize exceptional contributions to undergraduate education through teaching. Recipients are nominated by their respective departments, advisers, and faculty members. The winners for the last few years are listed below.

<table>
<thead>
<tr>
<th>Year</th>
<th>Award Recipient</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019</td>
<td>Jordan Eischen</td>
<td>Communication &amp; Journalism</td>
</tr>
<tr>
<td></td>
<td>Adrianne Griebel</td>
<td>Family &amp; Consumer Sciences</td>
</tr>
<tr>
<td></td>
<td>Mary Hill</td>
<td>English</td>
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<tr>
<td></td>
<td>Ashton Hooker</td>
<td>Communication &amp; Journalism</td>
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<td>2018</td>
<td>Adam Croft</td>
<td>School of Politics, Public Affairs and International Studies</td>
</tr>
<tr>
<td></td>
<td>Anne Grass</td>
<td>Visual and Literary Arts, Creative Writing Program</td>
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<tr>
<td></td>
<td>Taylor Kraft</td>
<td>Family and Consumer Sciences</td>
</tr>
<tr>
<td></td>
<td>Mary “Kati” Lear</td>
<td>Psychology</td>
</tr>
<tr>
<td>2017</td>
<td>Stephanie Bachtelle Stacy</td>
<td>Psychology</td>
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<tr>
<td></td>
<td>Stanley DeVore</td>
<td>Zoology &amp; Physiology</td>
</tr>
<tr>
<td></td>
<td>Peyton Lunzer</td>
<td>English</td>
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<td></td>
<td>Emily Pifer</td>
<td>Creative Writing Program</td>
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<td></td>
<td>Hadi Shafei</td>
<td>Computer Science</td>
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<tr>
<td></td>
<td>Jessica Sutter</td>
<td>Physics &amp; Astronomy</td>
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<td>2016</td>
<td>Christopher Beltz</td>
<td>Program in Ecology</td>
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<td></td>
<td>Leslie Brown</td>
<td>Anthropology</td>
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<td></td>
<td>Kristina Faimon</td>
<td>Professional Studies</td>
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<tr>
<td></td>
<td>Ann-Marie Hodge</td>
<td>Zoology and Physiology</td>
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<td></td>
<td>Angel Munoz Gomez Andrade</td>
<td>Psychology</td>
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<td>2015</td>
<td>Elizabeth Bell</td>
<td>Philosophy</td>
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<td></td>
<td>Gurudutt Chandrashekar</td>
<td>Mechanical Engineering</td>
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<td></td>
<td>Alisa Estey</td>
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<td>Name</td>
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<tr>
<td>Rachel Jennings</td>
<td>Mathematics</td>
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<tr>
<td>Tyler Rasmussen</td>
<td>Kinesiology and Health</td>
<td></td>
</tr>
<tr>
<td>Earl Wood</td>
<td>Physics and Astronomy</td>
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Appendix

Directory of Resources Helpful for Teaching and Learning
<table>
<thead>
<tr>
<th>Resource</th>
<th>Location</th>
<th>Phone</th>
<th>Email Address</th>
<th>Website</th>
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</thead>
<tbody>
<tr>
<td>Academic Affairs</td>
<td>Old Main 312</td>
<td>766-4286</td>
<td><a href="mailto:mpeck@uwyo.edu">mpeck@uwyo.edu</a></td>
<td><a href="http://www.uwyo.edu/acadaffairs">www.uwyo.edu/acadaffairs</a></td>
</tr>
<tr>
<td>Advising, Career &amp; Exploratory Services</td>
<td>Knight Hall 222</td>
<td>766-2398</td>
<td><a href="mailto:aces@uwyo.edu">aces@uwyo.edu</a></td>
<td><a href="http://www.uwyo.edu/aces">www.uwyo.edu/aces</a></td>
</tr>
<tr>
<td>Computer Labs</td>
<td>Knight Hall 128</td>
<td>766-3296</td>
<td><a href="mailto:dos@uwyo.edu">dos@uwyo.edu</a></td>
<td><a href="http://www.uwyo.edu/dos">www.uwyo.edu/dos</a></td>
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<tr>
<td>Ellbogen Center for Teaching and Learning</td>
<td>Coe Library 510</td>
<td>766-4847</td>
<td><a href="mailto:ellbogenctl@uwyo.edu">ellbogenctl@uwyo.edu</a></td>
<td><a href="http://www.uwyo.edu/ctl">www.uwyo.edu/ctl</a></td>
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<tr>
<td>Dean of Students</td>
<td>Knight Hall 128</td>
<td>766-3296</td>
<td><a href="mailto:dos@uwyo.edu">dos@uwyo.edu</a></td>
<td><a href="http://www.uwyo.edu/dos">www.uwyo.edu/dos</a></td>
</tr>
<tr>
<td>Graduate Education</td>
<td>Old Main 312 (OM 403)</td>
<td>766-4286</td>
<td><a href="mailto:graded@uwyo.edu">graded@uwyo.edu</a></td>
<td><a href="http://www.uwyo.edu/uwgrad">www.uwyo.edu/uwgrad</a></td>
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<tr>
<td>Information Technology Help Desk</td>
<td>Information Technology Center (ITC) 1710 E. Sorority Row</td>
<td>766-4357, opt 1</td>
<td><a href="mailto:userhelp@uwyo.edu">userhelp@uwyo.edu</a></td>
<td><a href="http://www.uwyo.edu/infotech">www.uwyo.edu/infotech</a></td>
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<tr>
<td>Institutional Animal Care and Use Committee</td>
<td>Bureau of Mines Building – Room 205</td>
<td>766-5322</td>
<td><a href="mailto:IACUC@uwyo.edu">IACUC@uwyo.edu</a></td>
<td><a href="http://www.uwyo.edu/research/compliance/animal-care">www.uwyo.edu/research/compliance/animal-care</a></td>
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<tr>
<td>International Students and Scholars</td>
<td>Cheney International Center, Ste 5</td>
<td>766-5193</td>
<td><a href="mailto:uwglobal@uwyo.edu">uwglobal@uwyo.edu</a></td>
<td><a href="http://www.uwyo.edu/iss">www.uwyo.edu/iss</a></td>
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<td>LeaRN: the Learning Resource Network</td>
<td>Coe Library 105</td>
<td>766-4430</td>
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<td><a href="http://www.uwyo.edu/learn">www.uwyo.edu/learn</a></td>
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<td>Libraries at UW</td>
<td>Multiple locations</td>
<td>766-3190</td>
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<td><a href="http://www.uwyo.edu/libraries">www.uwyo.edu/libraries</a></td>
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<td>Center for Assistance Statistics and Mathematics (CASM)</td>
<td>Ross Hall 029</td>
<td>766-4221</td>
<td><a href="mailto:gauss@uwyo.edu">gauss@uwyo.edu</a></td>
<td><a href="http://www.uwyo.edu/mathstats/mac">www.uwyo.edu/mathstats/mac</a></td>
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<td>Multicultural Affairs</td>
<td>Union 104</td>
<td>766-6463</td>
<td><a href="mailto:uwma@uwyo.edu">uwma@uwyo.edu</a></td>
<td><a href="http://www.uwyo.edu/oma">www.uwyo.edu/oma</a></td>
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<td>Multicultural Resource Center</td>
<td>Union 103</td>
<td>766-6463</td>
<td><a href="mailto:diversity@uwyo.edu">diversity@uwyo.edu</a></td>
<td><a href="http://www.uwyo.edu/oma/multicultural-resource-center/">https://www.uwyo.edu/oma/multicultural-resource-center/</a></td>
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<tr>
<td>Office of Diversity, Equity, &amp; Inclusion</td>
<td>Old Main 408</td>
<td>766-6672</td>
<td><a href="mailto:diversity@uwyo.edu">diversity@uwyo.edu</a></td>
<td><a href="http://www.uwyo.edu/diversity">www.uwyo.edu/diversity</a></td>
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<td>Oral Communication Center</td>
<td>Ross Hall 442</td>
<td>766-3815</td>
<td><a href="mailto:cojoofc@uwyo.edu">cojoofc@uwyo.edu</a></td>
<td><a href="http://www.uwyo.edu/cojo/occ">www.uwyo.edu/cojo/occ</a></td>
</tr>
<tr>
<td>Service, Support, or Office</td>
<td>Address/Location</td>
<td>Phone/TTY</td>
<td>Email/Staff Contact</td>
<td>Website/Link</td>
</tr>
<tr>
<td>------------------------------------------</td>
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<td>Rainbow Resource Center</td>
<td>Union 106</td>
<td>766-6463</td>
<td><a href="mailto:rrcstaff@uwyo.edu">rrcstaff@uwyo.edu</a></td>
<td><a href="http://www.uwyo.edu/rrc">www.uwyo.edu/rrc</a></td>
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<tr>
<td>Registrar's Office</td>
<td>Knight Hall West Wing</td>
<td>766-5272</td>
<td><a href="mailto:registrar@uwyo.edu">registrar@uwyo.edu</a></td>
<td><a href="http://www.uwyo.edu/registrar">www.uwyo.edu/registrar</a></td>
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<tr>
<td>Service, Leadership &amp; Community Engagement (SLCE)</td>
<td>Union 006 and 011</td>
<td>766-3117</td>
<td><a href="mailto:slce@uwyo.edu">slce@uwyo.edu</a></td>
<td><a href="http://www.uwyo.edu/slce">www.uwyo.edu/slce</a></td>
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<tr>
<td>Speech and Hearing Clinic</td>
<td>Health Sciences 160</td>
<td>766-6426</td>
<td><a href="mailto:comdis@uwyo.edu">comdis@uwyo.edu</a></td>
<td><a href="http://www.uwyo.edu/comdis/uw-speech-and-hearing%20clinic/">www.uwyo.edu/comdis/uw-speech-and-hearing%20clinic/</a></td>
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<tr>
<td>STEP Satellite Tutor Center</td>
<td>Coe Library</td>
<td>766-4354</td>
<td><a href="mailto:stepatuw@uwyo.edu">stepatuw@uwyo.edu</a></td>
<td><a href="http://www.uwyo.edu/step/">www.uwyo.edu/step/</a></td>
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<tr>
<td>STEP Satellite Center</td>
<td>Washakie (lower-level)</td>
<td>766-4354</td>
<td><a href="mailto:stepatuw@uwyo.edu">stepatuw@uwyo.edu</a></td>
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<td>Student Educational Opportunity (SEO)</td>
<td>Knight Hall 330</td>
<td>766-6189</td>
<td><a href="mailto:seo@uwyo.edu">seo@uwyo.edu</a></td>
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<td>Student Success Services</td>
<td>Knight Hall 330</td>
<td>766-6189</td>
<td><a href="mailto:sss@uwyo.edu">sss@uwyo.edu</a></td>
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<td>University Counseling Center</td>
<td>Knight Hall 341</td>
<td>766-2187</td>
<td><a href="mailto:uccstaff@uwyo.edu">uccstaff@uwyo.edu</a></td>
<td><a href="http://www.uwyo.edu/ucc">www.uwyo.edu/ucc</a></td>
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<td>Disability Support Services (DSS)</td>
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<td>766-3073</td>
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<td>University Testing Center</td>
<td>Knight Hall 4</td>
<td>766-2188</td>
<td><a href="mailto:utc@uwyo.edu">utc@uwyo.edu</a></td>
<td><a href="http://www.uwyo.edu/utc">www.uwyo.edu/utc</a></td>
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<td>Veterans Service Center</td>
<td>Union 3rd Floor</td>
<td>766-6908</td>
<td><a href="mailto:uw-vets@uwyo.edu">uw-vets@uwyo.edu</a></td>
<td><a href="http://www.uwyo.edu/vetservices">www.uwyo.edu/vetservices</a></td>
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<td>Writing Center</td>
<td>Coe Library 302</td>
<td>766-5250</td>
<td><a href="mailto:writing@uwyo.edu">writing@uwyo.edu</a></td>
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