# Graduate Teaching Assistant Handbook—Table of Contents

## Introduction:
Welcome to Graduate Education and Teaching at the University of Wyoming  
Graduate Teaching Assistantships at the University of Wyoming

## Part 1: Teaching Strategies
- Top Ten To-Do’s 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

## Part 2: Important Legal and Ethical Responsibilities
- The Family Educational Rights and Privacy Act (FERPA)  
- Sexual Harassment Policies: Excerpts  
- Students with Disabilities in the Classroom  
- Procedures and Authorized University Actions in Cases of Student Academic Dishonesty: Excerpts from UW Regulation 802  
- University of Wyoming Code of Ethical Conduct: Excerpts

## Part 3: Pursuing Excellence in Teaching
- Writing a Teaching Statement  
- The Teaching Portfolio  
- Programs in Teaching & Learning for Graduate Students  
- The Ellbogen Outstanding GA Teaching Awards

## Appendices
- Directory of Resources for Teaching and Learning  
- Academic Administrative Calendar 2014-2015
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, a transition from that of undergraduate student to that of an employee of the university with new responsibilities in addition to the role of a student. You contribute to the University of Wyoming in many significant ways. Graduate assistants have a variety of primary responsibilities; some are for research and creative work, others for instructional support, and all are intended to contribute to your education and facilitate timely completion of your graduate degree. Regardless of your primary responsibility, we encourage all our graduate assistants at UW to excel both as a learning scholar in your discipline and as teacher of the knowledge, skills and abilities of your discipline. The experience you will gain from this learning and teaching is invaluable.

To facilitate your growth as an effective instructor for UW’s students, we have developed this Graduate Teaching Assistant Handbook. We have a responsibility to 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 a topic at a higher level of understanding to more of their students. Because students have preferred learning styles, college instructors learn to employ a range of strategies to engage students. In this handbook, you will find a number of these strategies and approaches. Some will work for you, some will not. Pick and choose wisely, for that is the role of the effective instructional graduate assistant.

We wish 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 Academic Affairs
Ellbogen Center for Teaching and Learning
Graduate Assistantships at the University of Wyoming

Graduate Assistantships are available in a number of fields, involving duties such as instructor, reader, laboratory assistant and/or other teaching responsibilities. Other assistantships involve a variety of research functions, some of which are funded through various off-campus organizations for specific research purposes. Stipends vary depending upon tasks assigned and experience of the student; most assistantships also include tuition and fee reductions for all or part of the tuition costs. Incidental student fees are usually the student’s responsibility. More funding information can be found on the Graduate Assistantship Funding on the UW Graduate Education website.

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 Teaching Orientation is designed to introduce Graduate Assistants to principles and issues in college teaching. In addition to the orientation, the Ellbogen Center for Teaching and Learning offers a seminar series in the fall and spring semesters for Graduate Assistant instructors as well as a credit course that provides graduate students with a broad introduction to the teaching profession. The University of Wyoming strongly encourages all Graduate Assistants to consult with their departments to define teaching responsibilities prior to attending the teaching orientation.

Departments will have exact dates, times and locations of the orientations. As they approach, orientation details will be displayed on the Graduate Education website as well. Failure to satisfactorily attend and complete this teaching seminar may result in the cancellation of the assistantship.

International Students with Teaching Responsibilities

All international students who will have a teaching assignment must successfully complete the English Proficiency Assessment Program, in addition to the teaching seminar discussed above. Please check the English as a Second Language website (www.uwyo.edu/esl/) as the semester approaches for dates and times of this program. Failure to pass this program may result in the cancellation of the assistantship. Departments may require students on assistantships having no teaching assignment to take and pass this program.

Benefits of a Graduate Assistantship

The standard assistantship provides payment of a basic, or full, stipend to the student payable in installments over the academic year (September through May). The base stipend for a full-time GA for a master’s student is $11,700 and $16,263 for a full-time GA for a doctoral student.
Graduate students who receive a full stipend are expected to work an average of 18-20 hours per week for the stipend. Units may supplement the academic year stipends to higher levels using various resources. Usually, a student who receives a full stipend must enroll for at least 9 credit hours and is considered a full-time, full-fee-paying graduate student. Students who receive one-half stipend may enroll for 9-15 credit hours. Graduate assistants for summer sessions must not enroll for more than six credit hours.

The tuition and fee reduction covers only the tuition and mandatory fees for courses in which the graduate assistant actually enrolls. Graduate assistantship tuition and fee reduction will cover up to 12 credit hours of tuition and mandatory fees. Some non-state funded GAs may only cover up to 9 credit hours or sometimes more than 12 depending on the source of funding. Students should check with their department for individual coverage.

Graduate assistants are not entitled to the difference between the amount stated in an award letter and the actual charges for enrollment. If less than a full stipend is awarded, the tuition and fee reduction is adjusted down to the percentage rate of the stipend.

Health insurance will be paid for graduate students on assistantship for the calendar year. Students may refuse the university insurance. The insurance payment, in such cases, reverts to the university.

See the Graduate Education Website for more information about graduate education and graduate assistantships at: www.uwyo.edu/uwgrad/
Part 1: Teaching Strategies

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- The Course Syllabus
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- Information Literacy
- Active Learning for Deeper Understanding
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Top Ten To-Do’s For New Graduate Assistant Teachers

1) Determine the curriculum of the students in your class. Are you teaching Majors or Non-Majors? Does this class have prerequisites? Is this class a prerequisite for future classes? Know which of the student learning outcomes are vital to future classes.

2) If appropriate, ask your Faculty supervisor to look over your syllabus and ensure that all pertinent information is available. Remember that you will be required to hold Office Hours (see www.uwyo.edu/ctl/teaching-tips-resources/ or see p.9 of your G.A. Handbook).

3) If possible, meet with the former instructors/G.A.s 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.

4) If lecturing, make sure that lectures are prepared well in advance. Rehearse timing. Give yourself 60 minutes before every class to review your notes. Students value a prepared instructor.

5) Solicit student questions. Consider using a “Muddiest Point” or a “Minute Paper” at the end of each class period and then address confusion at the beginning of the next class period (see Classroom Assessment Techniques by Angelo and Cross, available in the ECTL Library, for further suggestions on formative assessment). This can also be a useful strategy to employ prior to office hours, and will give you time to prepare your answers.

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.

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. See Introduction to Rubrics by Stevens and Levi, available in the ECTL Library.

8) Visit your classroom and check that your PowerPoint slides and/or writing on the blackboard can be read from the back of the class.

9) If you have duties that involve other types of instructional support, contact the Instructor of Record as soon as possible to set up a planning meeting and make sure that you understand your role and responsibilities.

10) 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.

Last, but not least, taking advantage of the ECTL seminars, resources, and services available to you.

*Adapted from the Institute for Learning and Teaching, Colorado State University
Developing a Relaxed and Confident Teaching Style

Prepare
If you are leading any kind of class (for example, as lab instructor, discussion leader, lecturer for the day, 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. Practice all drawings. Prepare handouts.

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. 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. Smile; if you do not naturally smile, write notes to remind yourself. When you talk, look at 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 and 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 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 case studies 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), your department, 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.

Recommended reading:

Available for check out from the ECTL library - Coe Library, room 510.
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. Or a syllabus can guide students 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.

Syllabus checklist (see examples at www.uwyo.edu/ctl/teaching-tips-resources/)

- Instructor information: full name (or names) and title, phone, fax, email, website, office location, 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, including its 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, designs, materials to obtain or purchase
- Expectations the instructor will have for students, such as participation in discussion or following safety procedures in lab
- Description of grading criteria. Please note that as of fall 2014, faculty may choose to adopt the +/- grading system (A+, A, A-, B+, B, B-, etc.), or may stay with the whole grade system (A, B, C, etc.). Please indicate your grading system clearly.
- Policies for attendance, late work, and incompletes
- Disabilities/accommodations statement (see p.30)
- Statements on student honesty, plagiarism, and collaboration
- Subject-to-change caveat; statement about how syllabus changes will be communicated
- On a separate page or website, 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)
Leading a Discussion

Class discussion can be highly effective for helping students to 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 for 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 discussion, 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**: The focus for discussion is 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; charettes; study sessions. 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 as 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 guidelines on the board. Ask for students to contribute 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.

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

• Time. If a part of the outline is taking longer, let students know how you will change the outline.

• Your own talking. Your role is 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.

• The number of students contributing. 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.
Ending. Be sure to allow a few minutes for closing the discussion. Summarize. Use the board. Pose questions. 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.

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 have the opportunity to monitor and assess student work during their lab performance and to provide timely guidance.

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, to 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 would we plan an experiment to follow-up on our 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 that 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 so as 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. You may also find yourself giving students some career counseling or support as they confront personal challenges (see section on Assisting Students in Distress). Your office may be a better place than the classroom to discuss grades with students.

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 students you have, 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 your 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 have with you. Possibilities include telephone calls, emails, chat lines, walk-in office visits, and appointments. Decide if you will accept phone calls on your home landline or cell 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. 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 or chalk 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 give each other help.

**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 page 24 of this handbook for 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 to help students that your personal or academic life starts to suffer

**Requirement to keep office hours**

If you are the instructor of record 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.
Assisting Students in Distress

Should a student come to you with a serious emotional problem or, if you become concerned about a student’s emotional health because of comments made in class or in writing, you may want to refer the student to the University Counseling Center. The University Counseling Center is part of the Dean of Students’ Office.

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. Equally important, if there is any doubt about the safety of situation, err on the side of caution, and do not hesitate to contact the Dean of Students Office or the University Counseling Center directly.

Counseling Center 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 violence and membership.

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 masters level students who are completing their training in counseling and psychology.

Who is Eligible

All primary status enrolled 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 semester, however, some instructors report being discouraged by problems with plagiarism and cheating.

Why are people tempted by academic shortcuts?
Students often take shortcuts in their work like others do 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 will struggle with time management, starting assignments, or lack of knowledge that may interfere with their completing an assignment. Remind students about upcoming assignments and ask students to give brief progress reports to each other in class.

- Help students to 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, and they all violate the norms of academic integrity, as to other actions like turning in the same paper for two different classes or cheating on exams. 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.

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 a 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.

Adapted and reproduced by permission from PacSem 2008, the first-year seminar of the University of the Pacific.

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

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 one 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 to 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. Scoring guides 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 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 to 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.
Principles will help to 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 readings:**


Available for checkout from the ECTL library - Coe Library, room 510
Monitoring Learning: Beyond Tests and Assignments

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. Classroom 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 so 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 to 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.

Inclusive Teaching

Being responsive to the diverse ways of knowing and learning that students have 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) and sexual orientations (www.uwyo.edu/rrc). 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 Appendices.

The first step in moving toward inclusive teaching is to realize that few students will have the learning style that you have. You cannot rely on your experiences as an undergraduate student 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

Years of research have shown that people really do diverge in their preferred ways of learning. Some learn best through text; others rely on visual, audio, or hands-on approaches. Some gravitate toward theoretical thinking before application; others need to start with practical applications. Accessibility to digital resources has made inclusive teaching far easier to accomplish. Having multiple teaching strategies will not only help those students with ingrained practice, but will introduce for them novel techniques that they may not have tried.

Research also shows that cultures play as significant a role as individual preference in shaping how people learn. Some cultures, for instance, privilege inductive ways of knowing and learning. Students from those cultures may struggle in the American university system that privileges deductive reasoning. If you have international students in your classroom, be alert to signs of discomfort with American classroom etiquette. You can help them to become comfortable, and their subsequent willingness to participate in class will help to broaden all of your students’ learning.

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 University Disability Support Services 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(s) with a disability -- you may find these suggestions will be helpful for teaching any student!

1. Encourage students with disabilities to make an appointment during office hours to discuss their disability. Ask the student how you, as an instructor, can assist in facilitating learning of the course material.

2. Consider adding a statement to your course syllabi that encourages students with disabilities to identify themselves to you early in the semester so that you can assist with arranging appropriate accommodations. 
   
   **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 University Disability Support Services (UDSS) in SEO, room 109 Knight Hall. You may also contact UDSS at (307) 766-6189 or udss@uwyo.edu. Visit their website for more information: www.uwyo.edu/udss"

3. When a student self-identifies, you may ask for verification of the disability and confirmation that the requested accommodations are appropriate. University Disability Support Services is responsible for verifying each student's eligibility for accommodations and determining what accommodations are appropriate. Assist students who have not made contact with the UDSS office to do so; this will help facilitate the accommodations requested by the student.

**Veteran Students**

The classroom may reflect the increasing number of military personnel and their dependents that are enrolling at universities across the nation and may be nontraditional in age and largely unidentifiable or invisible as being a veteran or active military. Military dependents are often traditional age students but have grown up with a strong military influence. Clarity in instruction, structure of the course, grading, and in discussion is always helpful given the highly structured and immediate assessment aspects of military culture that students may come from. Careful preparation for discussion of issues related to war, politics, patriotism, and the military are part of inclusive teaching and require careful and respectful management and facilitation.

Nevertheless, the rich diversity of experiences that veterans bring to classroom enriches both discussion and written work if a wide range of options are provided so that they can choose whether or not to share personal experiences. Clarify what is expected in writing given the brevity of the writing styles in the military. 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 easily scope out activity while having their back to a wall as a
self-protection measure. Given the strong military focus on mission and purpose, some veterans may question the relevance of assignments and will need clarification.

Veterans may be multicultural learners, deal with gender issues, or even have disability related issues and knowledge of campus resources is important to share. The stereotype of the “PTSD” soldier or Post-traumatic Stress Syndrome soldier often bothers veterans yet instructors may consider that reality if they experience that in student behavior. Accessing resources like the Veterans Services Center and the teachers of the UW veteran’s transition course may enrich your knowledge and help in making referrals when you become aware of a veteran’s status.

**Gender**

Some disciplines are still struggling to establish classroom, lab, and workplace conditions that are equally welcoming to all genders. The term “chilly classroom” was originally coined to describe an environment in math and science classes that felt forbidding to females. Other disciplines feel chilly to males. Talk with fellow GAs and faculty members in your discipline to brainstorm ways to encourage those who might feel underprivileged or second-class because of their gender.

**Globalizing learning**

Worldwide participation in the development of disciplinary advances is often invisible to students, especially students in introductory classes. If you have the opportunity to develop your own visual, audio, and textual examples in your teaching, search for possibilities from across the globe or from minority cultural and ethnic groups. Skype and other communication software can be used effectively to include students and experts from anywhere in the world. Ask students for suggestions of YouTube and other popular audio or video examples to illustrate concepts in your class.

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Information Literacy

Information literacy is defined as the ability to "recognize when information is needed and have the ability to locate, evaluate, and effectively use the needed information" (ACRL Information Literacy Competency Standards for Higher Education). The University of Wyoming recognizes the importance of graduating information literate students by including information literacy in the University Studies Program. Information literacy helps to prepare students for lifelong learning and civic engagement as they practice questioning and finding answers to their questions.

How the library can help
If you are teaching a class, lab, or discussion session with a research component, a librarian can partner with you to provide your students with instruction customized to your learning objectives. Librarians work with classes in every discipline, and have subject specialists for most majors. They prefer to schedule library instruction sessions at the point of need, when students have a topic for a research assignment and are motivated to learn information strategies. They can create lesson plans that will help students move to the next stage in the research process, find resources to supplement their understanding of course readings, or find information to complete a lab assignment. Librarians can meet your class in a library classroom, in your own classroom, or in an online space. They also work with students one-on-one or in small groups, so recommend to your students that they consult with librarians for their information needs.

How to schedule a library instruction session
Fill out the Instruction Request form online: [http://www-lib.uwyo.edu/find/forms/lib_instruction.cfm](http://www-lib.uwyo.edu/find/forms/lib_instruction.cfm) or email the Research Help desk at coeref@uwyo.edu.

For more information about library instruction, visit [http://libguides.uwyo.edu/libraryinstruction](http://libguides.uwyo.edu/libraryinstruction).
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

One-minute papers during class or one-paragraph writing assignments assigned as homework have significant benefits for interesting students in the course topics. These are especially helpful for assisting students with reading assignments. Quizzes also help, especially if students take group quizzes as well as individual quizzes. 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 to deepen learning. 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 require considerable time, and the work requires risk-taking on the part of both students and instructors. These challenges are usually worth it. A key skill needed to incorporate complex assignments into a course is project management. Instructor and students will need to agree on methods for frequent communication, 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

Various types of technology can help enhance the teaching and learning experience, both within and beyond the classroom. Instructional tools, such as a Learning Management System (i.e., WyoCourses), audio and visual materials, student response systems, as well as remote integration of guest instructors and observers, 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 and other distribution avenues
Perhaps the cornerstone of instructional technologies, a Learning Management System (e.g., WyoCourses) can consolidate all of the above activities in a website specifically devoted to your course, which students can access anytime and anywhere. A WyoCourses website is automatically created for each course you teach. Use it to distribute course materials to students, collect student work, and engage students in collaborative activities. Outside the course website, use e-reserves from the library to reserve and distribute library materials.

Audio and visual materials
Use presentation software such as Prezi or PowerPoint to augment lectures and provide structure for class sessions. In the classroom, use a document camera for projecting objects and artifacts, including handwriting. Create brief videos, audio recording, or images to support multiple and diverse ways of learning.

Student Response Systems
Use student response systems and WyoCourses discussions to engage students and encourage interaction. For example, a student response system such as Poll Everywhere or iClicker, can gather immediate feedback from students about questions you ask in class and/or help you gauge students’ knowledge, understanding, or engagement. Project a tabulation of student answers to stimulate discussion, and examine results and statistics later. Use a computer or document camera to capture and project student contributions during class discussions and/or students’ work in process. Extend discussion beyond the classroom with WyoCourses discussions, blogs, Wikis, e-mail, instant messaging, and videoconferencing.
Guest instructors and observers
Colleagues from off campus can participate in classroom sessions by using Skype, WyoCourses’ web conferencing tool (Big Blue Button), or other videoconferencing tools. Add outside experts or faculty to your WyoCourses course website, so they can contribute course materials, participate in threaded discussions, and so forth.

Lecture capture
WyoCast (lecture capture) live-streams classroom sessions as it records sound, video, computer images, and presentations into archives that students can view later through the Internet. Encourage students to use WyoCast archives to review materials presented in class, study for exams, and critique their own presentations. Or expand the audience of a guest speaker with WyoCast.

For more information and locations of recorders:
http://www.uwyo.edu/infotech/services/multimedia/wyocast/

Faculty TOUCH/Open Lab Hours The ECTL offers open lab hours every week for personal hands-on assistance with use of technologies for teaching. Check our Instructional Design and Technology website for times and locations for these sessions and other instructional technology training and workshop opportunities.
Instructional Design and Technology: www.uwyo.edu/ctl/idt
Part 2: Important Legal and Ethical Responsibilities

- The Family Educational Rights and Privacy Act (FERPA)
- Sexual Harassment Policies: Excerpts
- Students with Disabilities in the Classroom
- Procedures and Authorized University Actions in Cases of Student Academic Dishonesty: Excerpts from UW Regulation 6-802
- 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; 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.
**WyoWeb**: Access to the student information on WyoWeb is not tantamount to authorization to view the data. Faculty and Graduate Assistants are deemed to be “school officials” and can access data in WyoWeb 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 word private will appear under the student’s name in WyoWeb. 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 (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).

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

[www.uwyo.edu/registrar/FERPA](http://www.uwyo.edu/registrar/FERPA)
Sexual Harassment Policies: Excerpts
(For a complete explanation of UW Regulation 1-5, please visit www.uwyo.edu/diversity)

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. Inquiries concerning Title IX may be referred to UW’s Title IX Coordinator:

   Oneida D. Blagg, Director
   Diversity and Employment Practices
   Bureau of Mines, Room 318
   766-3459 (oblagg@uwyo.edu)

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 harassment to the University’s Director of Diversity and Employment Practices. The Director and the appropriate University officials shall promptly investigate and attempt to resolve the complaint as expeditiously as possible.

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. All students, faculty, and staff have a responsibility to assist in the enforcement of this policy, to be aware of its contents, and to abide by its terms. 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.
Sexual 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. See next page for contact information.

Employees and students should make clear through affirmative conduct and/or verbal statements to an alleged harasser that such conduct is unwelcome and 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 Office of Diversity and Employment Practices.

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 5 or the University’s policy prohibiting sexual harassment is encouraged to contact the Office of Diversity and Employment Practices (766-3459).

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 Office of Diversity and Employment Practices.

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 Office of Diversity and Employment Practices Website: www.uwyo.edu/diversity
Students with Disabilities in the Classroom

University Disability Support Services (UDSS) 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.

UDSS strongly encourages you to include a statement in your course syllabi encouraging students with disabilities to identify themselves early in the semester. 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 possibly provide documentation of your disability to University Disability Support Services (UDSS) in SEO, room 109 Knight Hall. You may also contact UDSS at (307) 766-6189 or at udss@uwyo.edu. Visit the UDSS website for more information: www.uwyo.edu/udss.*

UDSS assumes 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. UDSS 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 UDSS, provides an alternate computer lab location and various assistive technology and software to assist students with disabilities.

For more information on UDSS, contact:
University Disability Support Services (UDSS)
Student Educational Opportunity
766-6189, TTY: 766-3073
www.uwyo.edu/udss
Procedures and Authorized University Actions in Cases of Student Academic Dishonesty: Excerpts from UW Regulation 6-802

**GENERAL INFORMATION.** The University faculty regards honesty by students in representation of their involvement in academic tasks to be vital to the educational functions of the University. Whatever form academic dishonesty may take, the faculty considers it as establishing a student's failure to demonstrate the acquisition of knowledge and the failure to apply it to assigned academic tasks. It is the responsibility of both the student and the instructor in charge of an academic task, respectively, to make reasonable efforts to learn of or make known the standards of conduct for the performance of academic tasks. Failure on the part of the student to observe and maintain standards of academic honesty, as hereafter defined or made known by an instructor responsible for a course or other academic task, requires corrective action as hereafter authorized.

**DEFINITION OF ACADEMIC DISHONESTY.** An act is academically dishonest when it is an act attempted or performed which misrepresents one's involvement in an academic task in any way, or permits another student to misrepresent the latter's involvement in an academic task by assisting in the misrepresentation. Some examples of academic dishonesty include such acts as:

a. Representing as one's own work material copied or borrowed from any source, written or otherwise, public or private, without proper citation of the source.

b. Using a ghost writer, commercial or otherwise, for any type of assignment.

c. Submitting substantially the same work for more than one class without the explicit permission of all concerned instructors.

d. Doing a class assignment for someone else or allowing someone to copy one's assignment.

e. Using notes or prepared information in an examination unless authorized by the instructor.

f. Taking an examination for someone else or allowing someone to take an examination for oneself.

g. Copying from, or assisting, another student during an examination.

h. Stealing, or otherwise improperly obtaining, copies of an examination before or after its administration.

i. Submitting substantially the same work as someone else unless authorized by the instructor.

For the full text of Regulation 6-802, see the following page on the website of the Office of General Counsel:

www.uwyo.edu/generalcounsel/_files/docs/uw-reg-6-802.pdf
University of Wyoming Code of Ethical Conduct

The University of Wyoming is committed to sound, professional standards of integrity and ethical conduct. The following principles and values apply to all members of the university’s trustees, administration, faculty, staff, and student body:

**Excellence:** We expect the highest standards of professionalism from our leaders, faculty, and staff. We advance knowledge and understanding through open, energetic inquiry and creative freedom. We encourage innovative approaches to problems, challenges to accepted ideas, and value professionally-tempered criticism of others. We seek to provide environments in which all members of the community have the opportunity to participate and excel.

**Integrity:** In teaching, research, and service we hold ourselves to the highest standard of proficiency, accuracy, and reliability. We represent our accomplishments honestly, appropriately crediting the contributions from others to our own achievements. We make decisions that meet professional standards of honesty, competence, and fairness.

**Respect:** We honor the dedication of trustees, administrators, faculty, staff, and students to their work at the University of Wyoming. We treat individuals with care, concern, fairness, and civility, even in the face of disagreement. Candor and confidentiality must temper disputes. More broadly, we nurture an environment of mutual respect and tolerance, and we value differences in perspective, experience, and personal histories.

**Responsibility:** We are responsible for our decisions and actions, and we are effective stewards of assets entrusted to the university. We conserve our financial, physical, and environmental resources and maintain reliable records of our activities and the funds in their support. We disclose real and apparent conflicts of interest and reject inappropriate interpersonal and political influences. We understand and comply with established regulations that govern the university, and we make decisions that meet standards of professional behavior.

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 University of Wyoming Ethical Code of Conduct, see the following page on the website of the Office of General Counsel:

www.uwyo.edu/generalcounsel/_files/docs/code-of-ethics.pdf
Part 3: Pursuing Excellence in Teaching

- Writing a Teaching Statement
- The Teaching Portfolio
- Programs 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. Create a teaching portfolio to provide supporting evidence for the teaching statement.

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. Also brainstorm a list of what you believe deeply about teaching and learning. Create a list of questions you have about teaching, and identify skills that you are proud of and other skills that you would like to improve. From these lists, pick two or three major ideas to develop in the statement.

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.

An internet search will yield dozens of examples of teaching statements. Search for statements in a variety of disciplines for examples of tone, style, and organization. Above all, your teaching statement should reflect your voice and style.
The Teaching Portfolio

Purposes
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 teaching materials: syllabi, class handouts, lab manuals, articles on teaching that relate to your philosophy and 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 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, awarding of graduate assistanships, or gaining employment in academic and nonacademic jobs.
Programs in Teaching and Learning for Graduate Students

The Graduate Student Teaching and Learning Symposium
The Office of Academic Affairs and the Ellbogen Center for Teaching and Learning sponsor 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/.

GA Teaching and Learning Seminar Series
This series of workshops is designed to address a spectrum of teaching topics of interest to graduate students with teaching assignments. Advanced graduate students with significant success in teaching may lead these workshops. Other session leaders include faculty, staff, and administrators with specific expertise. Each workshop is accompanied by a light meal, and all graduate assistants are encouraged to attend.

Course in College Teaching—GRAD 5910
GRAD 5910, a three-credit S/U course, provides graduate students with a broad introduction to the teaching profession. Instructors for the course are award-winning University of Wyoming faculty from a variety of disciplines. Students gain knowledge, experience, skills, and technological competencies that contribute to success in the classroom or in work environments. This year the course will be taught in the spring semester. Enrollment is capped at 25 students. The course is listed in the registrar’s online catalog in the “Other Programs” category.

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 Ellbogen Outstanding Graduate Assistant Teaching Awards

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 past 5 years are listed below.

<table>
<thead>
<tr>
<th>Year</th>
<th>Award Recipient</th>
<th>Department</th>
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<tr>
<td>2014</td>
<td>Charles Fournier</td>
<td>English (MA Program)</td>
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<td></td>
<td>Daniel Freije</td>
<td>English, MFA Program</td>
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<td>Rachel Jones</td>
<td>Botany/Program in Ecology</td>
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<tr>
<td></td>
<td>Curtis Nelson</td>
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<td>Maurissa Radakovich</td>
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<td>2013</td>
<td>Courtney Carlisle</td>
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<td>Guinevere Jones</td>
<td>Ecosystem Science &amp; Management / Life Sciences Program</td>
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<tr>
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<td>Christopher North</td>
<td>Zoology &amp; Physiology / Life Sciences Program</td>
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<td>Stephanie Walker</td>
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<td>Breanne Winter</td>
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<td>2012</td>
<td>Lindsey Bailey</td>
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<td>Kristen Gunther</td>
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<td>Azize Homer</td>
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<td>Michaela Kaszuba</td>
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<td>Jennifer Lamborn</td>
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<td>Matthew Oliver</td>
<td>Economics &amp; Finance</td>
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<td>Diem Thu Pham</td>
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<td>2011</td>
<td>Christin Covello</td>
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<td>Stephanie Dugger</td>
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<td>Brian Eberhard</td>
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<td>Christina Hassija</td>
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<td>Jadrian Rawlings</td>
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<td>Daniela Ribeiro</td>
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<td>Karen von Harbou</td>
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<tr>
<td>2010</td>
<td>Mindy Buell</td>
<td>Modern &amp; Classical Languages</td>
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<td>Mark Reiser</td>
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<td>Lucas Street</td>
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<td></td>
<td>Ed Waggy</td>
<td>Kinesiology &amp; Health</td>
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Appendices

- Directory of Resources for Teaching and Learning
- Academic Administrative Calendar 2014-2015
## Directory of Resources for Teaching and Learning

<table>
<thead>
<tr>
<th>Resource</th>
<th>Location</th>
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<th>Email Address</th>
<th>Website</th>
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<tr>
<td>Academic Affairs</td>
<td>Old Main 312</td>
<td>766-4286</td>
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<td>Better Grades</td>
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<tr>
<td>Center for Advising &amp; Career Services</td>
<td>Knight Hall 222</td>
<td>766-2398</td>
<td><a href="mailto:uwcacs@uwyo.edu">uwcacs@uwyo.edu</a></td>
<td><a href="http://www.uwyo.edu/cacs">www.uwyo.edu/cacs</a></td>
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<td>Computer Labs</td>
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<td>microlab.uwyo.edu/alllabs.asp</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>
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<td>Ellbogen Center for Teaching &amp; 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>Graduate Education</td>
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<td>Information Technology Help Desk</td>
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<td>766-4357</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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<td>Institutional Animal Care and Use Committee</td>
<td>Research Office</td>
<td></td>
<td><a href="mailto:IACUC@uwyo.edu">IACUC@uwyo.edu</a></td>
<td><a href="http://www.uwyo.edu/research/compliance/animal-care">http://www.uwyo.edu/research/compliance/animal-care</a></td>
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<td>Institutional Review Board (IRB)</td>
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<td></td>
<td><a href="mailto:irb@uwyo.edu">irb@uwyo.edu</a></td>
<td><a href="http://www.uwyo.edu/Research/compliance/human-subjects/index.html">www.uwyo.edu/Research/compliance/human-subjects/index.html</a></td>
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<tr>
<td>Instructional Media Services</td>
<td>Coe Library 510F</td>
<td>766-2035</td>
<td><a href="mailto:natej@uwyo.edu">natej@uwyo.edu</a></td>
<td><a href="http://www.uwyo.edu/ctl/ims">www.uwyo.edu/ctl/ims</a></td>
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<td>International Students and Scholars</td>
<td>Cheney International Ctr, 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 219</td>
<td>766-4322</td>
<td><a href="mailto:learn@uwyo.edu">learn@uwyo.edu</a></td>
<td><a href="http://www.uwyo.edu/learn">www.uwyo.edu/learn</a></td>
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<td>Libraries at UW</td>
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<td>Math Lab</td>
<td>Ross Hall 202</td>
<td>766-4221</td>
<td><a href="mailto:gauss@uwyo.edu">gauss@uwyo.edu</a></td>
<td><a href="http://www.uwyo.edu/math/math-lab.html">www.uwyo.edu/math/math-lab.html</a></td>
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<td>Multicultural Affairs</td>
<td>Knight Hall 117</td>
<td>766-6193</td>
<td><a href="mailto:diversity@uwyo.edu">diversity@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>766-6193</td>
<td><a href="mailto:diversity@uwyo.edu">diversity@uwyo.edu</a></td>
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<td>Nontraditional/Women’s Center</td>
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<td><a href="mailto:nontrad@uwyo.edu">nontrad@uwyo.edu</a></td>
<td><a href="http://www.uwyo.edu/ntscenter">www.uwyo.edu/ntscenter</a></td>
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<tr>
<td>Office of Diversity &amp; Employment Practices</td>
<td>Bureau of Mines 318</td>
<td>766-3459</td>
<td><a href="mailto:jimosbrn@uwyo.edu">jimosbrn@uwyo.edu</a></td>
<td><a href="http://www.uwyo.edu/diversity">www.uwyo.edu/diversity</a></td>
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<tr>
<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>
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<td>Rainbow Resource Center</td>
<td>Union 106</td>
<td>766-3478</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</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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<td>Speech, Language, 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>
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<td>Student Educational Opportunity (SEO)</td>
<td>Knight Hall 330 and 109</td>
<td>766-6189</td>
<td><a href="mailto:seo@uwyo.edu">seo@uwyo.edu</a></td>
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<td>Student Learning Center</td>
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<td>766-3730</td>
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<td>Student Success Services</td>
<td>Knight Hall 330</td>
<td>766-6189 TTY: 766-3073</td>
<td><a href="mailto:sss@uwyo.edu">sss@uwyo.edu</a></td>
<td><a href="http://www.uwyo.edu/seo/sss">www.uwyo.edu/seo/sss</a></td>
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<td>University Counseling Center</td>
<td>Knight Hall 341</td>
<td>766-2187 (V/TTY)</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>University Disability Support Services (UDSS)</td>
<td>Knight Hall 109</td>
<td>766-6189 TTY: 766-3073</td>
<td><a href="mailto:udss@uwyo.edu">udss@uwyo.edu</a></td>
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<td>University Testing Center</td>
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<td><a href="mailto:utc@uwyo.edu">utc@uwyo.edu</a></td>
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<td>Veterans Service Center</td>
<td>Knight Hall 241</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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# Academic Year 2014-2015

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**Common Dates:**
- New Faculty Orientation: August 26
- Labor Day: September 1
- Thanksgiving: November 28
- Christmas: December 25

**Deadlines:**
- First Day of Spring Semester Classes: January 26
- Mid-Semester: March 13
- Spring Break: March 20-22
- Last Day of Spring Semester Classes: May 8
- Finals Week: May 11-15

**Dates:**
- 14 M, 14 L, 14 W, 14 th, 14 F, 14 S
- 70 Instructional Days
- 14 M, 14 L, 14 W, 14 th, 14 F, 14 S
- 70 Instructional Days