

# University of Connecticut First-Year Writing Program

RESOURCE BOOK APPENDIX  
2017–2018



## **APPENDIX A: SELECTED UNIVERSITY POLICIES**

Visit [policy.uconn.edu](http://policy.uconn.edu) for the full list of policies related to your position as employee and student at the University of Connecticut.

### **Amorous Relationships**

*Graduate Students:* With respect to graduate students (including but not limited to Master's, Law, Doctoral, and any other post-baccalaureate students), all faculty and staff are prohibited from pursuing or engaging in an amorous relationship with a graduate student under that individual's authority. Situations of authority include, but are not limited to: teaching; formal mentoring or advising; supervision of research and employment of a student as a research or teaching assistant; exercising substantial responsibility for grades, honors, or degrees; and involvement in disciplinary action related to the student. Students and faculty/staff alike should be aware that pursuing or engaging in an amorous relationship with any graduate student will limit the faculty or staff member's ability to teach, mentor, advise, direct work, employ and promote the career of the student involved with him or her in an amorous relationship.

*Graduate Students in Positions of Authority:* Like faculty and staff members, graduate students may themselves be in a position of authority over other students, for example, when serving as a teaching assistant in a course or when serving as a research assistant and supervising other students in research. The power difference inherent in such relationships means that any amorous relationship between a graduate student and another student over whom they have authority is potentially exploitative and should be avoided. All graduate students currently or previously engaged in an amorous relationship with another student are prohibited from serving in a position of authority over that student. Graduate students also should be sensitive to the continuous possibility that they may unexpectedly be placed in a position of responsibility for another student's instruction or evaluation.

### **Accessibility**

The University of Connecticut is committed to achieving equal educational and employment opportunity and full participation for persons with disabilities. It is the University's policy that no qualified person be excluded from consideration for employment, participation in any University program or activity, be denied the benefits of any University program or activity, or otherwise be subjected to discrimination with regard to any University program or activity. This policy derives from the University's commitment to nondiscrimination for all persons in employment, academic programs, and access to facilities, programs, activities, and services.

A person with a disability must be ensured the same access to programs, opportunities, and activities at the University as all others. Existing barriers, whether physical, programmatic, or attitudinal must be removed. Further, there must be ongoing vigilance to ensure that new barriers are not erected.

The University's efforts to accommodate people with disabilities must be measured against the goal of full participation and integration. Services and programs to promote these benefits for people with disabilities shall complement and support, but not duplicate, the University's regular services and programs.

Achieving full participation and integration of people with disabilities requires the cooperative efforts of all of the University's departments, offices, and personnel. To this end, the University will continue to strive to achieve excellence in its services and to assure that its services are delivered equitably and efficiently to all of its members.

Anyone with questions regarding this policy is encouraged to consult the Office of Institutional Equity. The office is located in Wood Hall, Unit 2175, 241 Glenbrook Rd., Storrs, CT 06269-2175. The telephone number for the office is 860-486-2943.

## **Diversity**

For some fifty years, higher education has debated the meaning of diversity. The very first diversity goal, which arose from the civil rights movement, was to admit more minority students to colleges and universities. Later this goal was expanded to include retention and, later still, the recruitment of diverse faculty. Our current conception of diversity centers on creating an inclusive and equitable learning experience for our entire community.

The citizens of Connecticut form a mosaic of American life and, as the state's flagship university, UConn must reflect that diversity in its community and values. At UConn, we believe that diversity enriches our learning environment, the strength of our workforce, and the lives of our entire community. As one of the nation's premier institutions, it is our obligation to create the best possible educational environment for our students. Diversity in our community and educational offerings is therefore a requirement for fashioning such an environment.

Diverse environments feature classrooms and initiatives in which instructors, staff, and students collaborate to value and support everyone and encourage all to express their views. It means regularly challenging our students by presenting them with meaningful interactions with fellow students, course materials, and experiences that promote greater levels of cognitive complexity and relational abilities both within and outside the classroom. Although our mission as a higher education institution is to create an educated citizenry, valuing diversity does not mean indoctrinating students to a particular ideological perspective or belief system. To the contrary, we believe that the presence of a diverse learning environment will open our students to a range of new possibilities beyond the limits of their experience and education before their enrollment at UConn.

For more information on diversity issues at UConn, see [diversity.uconn.edu](https://diversity.uconn.edu).

## **Graduate Assistant Maternity Benefits**

Any female graduate assistant who needs maternity leave will be granted a period equivalent to that afforded to faculty. During this leave she will continue to receive her assis-

tantship stipend at the same appointment level. Currently the leave period is six weeks following natural childbirth and eight weeks following childbirth by caesarian section. Further, her stipend support will be maintained during medically necessary leave prior to delivery upon receipt of a written order from her physician.

Following this period of time, the student will have to return to her duties or take unpaid personal leave.

*Note:* While faculty and staff have the option of using accrued vacation or leave time through the FMLA, graduate assistants do not, since they do not accrue vacation time and are not eligible for FMLA-based leave.

If the student wishes to reduce her hours of appointment and her stipend following the maternity leave period to spend more time with her child, that outcome will be negotiated in good faith between her supervisor and herself. For example, a unit may be willing to reduce a 20-hour GA to 10 hours (the minimum to maintain health coverage) or to change her duties to provide further accommodation once the maternity leave period has been completed.

Another suggested best practice that can be followed under the right circumstances is that of banking extra hours in anticipation of extended leave. Under this scenario, a student may arrange to work more hours early in her pregnancy so that she may be able to have more time following the permitted medical leave period with no reduction in her stipend. This will be worked out with her supervisor and a memorandum of understanding filed with the appropriate offices. If the graduate student's duties involve teaching, another appropriate arrangement is to share teaching duties with one or more other teaching assistants. Under this scenario the pregnant student would teach extra hours for those other students early in her pregnancy. The other students would then cover the pregnant student's duties following her delivery and permitted maternity leave. In this way a student could be given additional leave time at no reduction in stipend level. Any such arrangement as mentioned in this paragraph is subject to approval of the unit head or his/her designee.

For additional information on maternity leave for graduate assistants, please visit [hr.uconn.edu/ga-leave-administration](http://hr.uconn.edu/ga-leave-administration).

## **Application for Graduate Assistant Leave**

Graduate student instructors who take a short-term leave of absence from their teaching duties must complete and submit the English Department form found at [fyw.uconn.edu/resources-for-instructors-2/storrs-instructors/application-for-graduate-assistant-leave](http://fyw.uconn.edu/resources-for-instructors-2/storrs-instructors/application-for-graduate-assistant-leave).

## **Harassment**

The University of Connecticut reaffirms that it does not condone harassment directed toward any person or group within its community—students, employees, or visitors. Every member of the University shall refrain from actions that intimidate, humiliate or demean persons or groups, or that undermine their security or self-esteem.

Harassment consists of abusive behavior directed toward an individual or group because of race, color, ethnicity, religious creed, age, sex, marital status, national origin, ancestry, sexual orientation, genetic information, physical or mental disabilities (including learning disabilities, mental retardation, past/present history of a mental disorder), or prior conviction of a crime (or similar characteristic). The University (a) strictly prohibits making submission to harassment either explicitly or implicitly a term or condition of an individual's employment, performance appraisal, or evaluation of academic performance; and (b) forbids harassment that has the effect of interfering with an individual's performance or creating an intimidating, hostile, or offensive environment.

The University deplores behavior that denigrates others. All members of the University community are responsible for the maintenance of a social environment in which people are free to work and learn without fear of discrimination and abuse. The failure of managers at any level to remedy harassment violates this policy as seriously as that of the original discriminatory act.

Sexual harassment is defined as any unsolicited and unwanted sexual advance, or any other conduct of a sexual nature whereby (a) submission to these actions is made either explicitly or implicitly a term or condition of an individual's employment, performance appraisal, or evaluation of academic performance; or (b) these actions have the effect of interfering with an individual's performance or creating an intimidating, hostile, or offensive environment.

Examples of sexual harassment in the work place may include all activities that attempt to extort sexual favors, inappropriate touching, suggestive comments, and public display of pornographic or suggestive calendars, posters, or signs. All forms of sexual harassment and discrimination are considered serious offenses by the University. Such behavior is particularly offensive when power relationships are involved.

The University strongly discourages romantic and sexual relationships between faculty and student or between supervisor and employee even when such relationships appear, or are believed to be, consensual. The lines of power and authority that exist between the parties may undermine freedom of choice.

Graduate students serving as teaching assistants are well advised to exercise special care in their relationships with students whom they instruct and evaluate as a power differential clearly exists although teaching assistants do not hold faculty appointments.

Any person who believes that she or he is being harassed or otherwise subjected to discrimination because of race, color, ethnicity, religious creed, age, sex, marital status, national origin, ancestry, sexual orientation, genetic information, physical or mental disabilities (including learning disabilities, mental retardation, past/present history of a mental disorder), or prior conviction of a crime (or similar characteristic), is encouraged to consult the Office of Diversity and Equity. The office is located in Wood Hall, Unit 2175, 241 Glenbrook Rd., Storrs, CT 06269-2175; telephone: 860-486-2943.

Complaints against students are governed by the provisions of the Student Conduct Code rather than this policy. Any such complaints should be directed to the Office of the Dean of Students, Wilbur Cross Building, Room 202, 233 Glenbrook Rd., Unit 4062, Storrs, CT

06269-4062; telephone: 860-486-3426. Any person who believes he or she is a victim of, or witness to, a crime motivated by bigotry or bias should report it to the University of Connecticut Police Department at 860-486-4800, located at 126 North Eagleville Rd., Unit 3070, Storrs, CT 06269-3070.

Other sources of information include the Women's Center, the Office of the Dean of Students, the Simons African American Cultural Center, the International Center, the Puerto Rican/Latin American Cultural Center, the Center for Students with Disabilities, the Asian American Cultural Center, and the Rainbow Center.

Each office and person involved in advising complainants or sources of assistance must avoid comments that might dissuade victims from pursuing their rights or constitute threats of reprisal. Such behavior in itself is discriminatory and is a violation of this policy.

## **Mandated Reporting and Sexual Assault Response Policy**

The safety of all members of the University Community is of the highest importance to all of us. Sexual assault and intimate partner violence contravene the mission and values of our academic community, and are a violation of the law and of the University's Codes of Conduct. The University is committed to offering services to support and assist victims of sexual assault. Perpetrators may be subject to campus and/or employment discipline, up to and including dismissal, as well as law enforcement action. For more information related to this policy, contact the University's Title IX Coordinator, Elizabeth Conklin, at 860-486-2943, 241 Glenbrook Rd., Wood Hall, Unit 4175, Storrs, CT, 06269-4175; email: [titleix@uconn.edu](mailto:titleix@uconn.edu).

This policy is designed to assist University employees in responding to reports of sexual assault. It seeks to promote a timely and comprehensive response to known sexual assaults, including providing information to victims about medical treatment and support services. The policy also seeks to promote a safe campus environment and, where appropriate, to facilitate disciplinary processes and foster involvement of law enforcement officials in conformity with applicable laws and regulations.

Any employee, except those who are empowered by law to maintain confidentiality, who witnesses or receives a report of sexual assault, must report the incident (including the date, time, and location of the incident, the date the incident was reported to you, and the identities of the victim and, if disclosed, the alleged perpetrator) as soon as possible to the Office of Diversity and Equity at 860-486-2943.

While it is your responsibility to report the information you receive, it is not your responsibility to investigate what is reported to you. University officials within the appropriate offices will determine the appropriate next steps, including ensuring that victims have been made aware of available on and off campus resources. While efforts will be made to protect the privacy of the victim, the University retains the discretion to disclose a victim's identity to the appropriate officials if it is determined that such disclosure is prudent to protect the safety of the University community. If the alleged perpetrator is an employee, the Office of Faculty and Staff Labor Relations will be notified. As a result, you may inform the victim that your conversation is private but not confidential.

A victim who wishes to discuss the assault confidentially may contact a designated Sexual Assault Counselor, including, for Storrs campus students, the Sexual Assault Crisis Center of Eastern Connecticut (24-hour hotline: 860-456-2789) and the Hartford Region Sexual Assault Crisis Program (24-hour hotline: 860-522-6666). A statewide list can be found online at [sexualviolence.uconn.edu](http://sexualviolence.uconn.edu).

Confidential assistance is also available within Student Health Services (including Counseling and Mental Health Services).

In addition to the resources available both on and off campus (comprehensive listing at [sexualviolence.uconn.edu](http://sexualviolence.uconn.edu)), victims are encouraged to report sexual violence and intimate partner violence to the UConn Police at 860-486-4800 and the Office of Institutional Equity at 860-486-2943. Victims can choose whether to identify themselves in making such reports. A victim who directly reports a sexual assault has the opportunity to be in control of the situation and may feel a greater sense of empowerment. Direct reporting can also be important for the safety of the entire University community. Victims have the right to report assaults to campus authorities without further participation in the process. A victim can choose to initiate action through law enforcement and/or the University disciplinary process. Victims should understand, however, that by choosing to not participate in the University disciplinary process, the response of the University may be limited.

For further guidance, [Attachment A](#) provides a non-exhaustive list of suggested assistance actions you may consider taking if a sexual assault is reported to you. In addition, [sexualviolence.uconn.edu](http://sexualviolence.uconn.edu) provides a comprehensive list of resources for victims of sexual violence, intimate partner violence, and stalking. You are encouraged to refer any victim who reports to you to [sexualviolence.uconn.edu](http://sexualviolence.uconn.edu), as the resources listed there include personnel who have been specifically trained to respond to victims of sexual assault.

The *What To Do When a Student Reports Sexual Violence, Relationship Violence, and/or Stalking* document outlines the process and provides resources for assisting students and fulfilling the University's reporting requirements for employees: [titleix.uconn.edu/wp-content/uploads/sites/1417/2016/01/What-to-do-Flyer-FINAL-1-28-16.pdf](http://titleix.uconn.edu/wp-content/uploads/sites/1417/2016/01/What-to-do-Flyer-FINAL-1-28-16.pdf)

When working with any student in distress, please refer to [Attachment B: Students in Distress and CMHS](#).

#### **Attachment A: Non-Exhaustive List of Suggested Assistance Actions**

- Assess the victim's need for immediate medical attention. Offer to accompany the victim to Student Health Services or to UConn Police, either of which can arrange transport to the Emergency Room if needed or desired.
- If immediate medical attention is not required or desired, provide the victim with a comfortable environment in which to discuss the situation (considering the victim's needs for safety and privacy).
- Mention to the victim the importance of preserving physical evidence.

- Explain as early as possible within your conversation that while your conversation will be private (will not be shared unnecessarily with others), it will not be confidential (may be shared without the express consent of the parties to the conversation). Explain that confidential counseling is available through Student Health Services on campus and the Sexual Assault Crisis Center of Eastern Connecticut or other local sexual assault crisis centers off campus. (Further information can be found online at [www.sexualviolence.uconn.edu](http://www.sexualviolence.uconn.edu).)
- Share the attached list of resources ([sexualviolence.uconn.edu](http://sexualviolence.uconn.edu)) with the victim and, if you are able, offer to accompany the victim to whatever resources the victim chooses to utilize.
- Do not suggest that the matter could be mediated between the victim and the alleged perpetrator.
- Offer to assist the victim in finding someone to accompany them to whatever resources the victim chooses to utilize.
- Offer to assist the victim in reporting the sexual assault to appropriate authorities on campus and in the community. The victim may report the sexual assault to the UConn Police 860-486-4800 and/or the Office of Diversity and Equity 860-486-2943.

### **Attachment B: Students in Distress and CMHS**

The University has created a faculty and staff guide for assisting students in need. It can be found online at [dos.uconn.edu/helping\\_students/index.html](http://dos.uconn.edu/helping_students/index.html). This guide has resources on responding to student emergencies or students in emotional or physical distress.

Having a “student in distress” is part of the everyday reality of teaching. All of these eighteen- to twenty-one-year-olds have “stuff” going on in their lives just like we do, and sometimes that stuff will surface in our classes because of resonance with class material, interference with attendance, or emotional/mental overflow. It is important to remember that, as instructors of First-Year Writing, we might be the first (or in some cases only) point of contact for a student in crisis. With only twenty to twenty-two students in each section, our course might be the only course some students take in their first two years at UConn in which the instructor knows their name. Because of this, we might also be the only ones who notice if a student is struggling with something beyond their ability to deal with. With this in mind, we have an incredible and weighty opportunity to be sensitive to what our students are experiencing and help point them toward the resources they need to succeed and survive.

What might that look like? Sometimes it might simply mean being a listening ear and offering an extension on an assignment. Struggles back home, the loss of a friend, court and health fallout from a car accident—these things can take a major toll emotionally and mentally, and might mean that four extra days to work on an essay could make or break a student’s ability to keep up. Sometimes a student needs far more than just an extension, though. One FYW student, Rosalind, came to talk to her instructor after the class had discussed a particularly troubling literary text about domestic violence. It turned out that the text had brought to the surface for her a lot of childhood trauma that she hadn’t

sorted through yet. As Rosalind talked through her essay, it became apparent to her instructor that there were ongoing and deeply troubling situations in the young woman's life, including self-destructive habits and relationships, the stress of freshman year, and her past trauma, and sorting through these things on her own was clearly not working.

That's where Counseling and Mental Health Services (CMHS) comes in. We as instructors are trained to teach, to talk about writing and literature, to help our students in the classroom, but we are not trained to give our students the mental health care they need when dealing with self-destructive behaviors, major trauma, depression, suicidal thoughts, or even just the crazy pressures of young adulthood. However, the incredible staff at CMHS is trained for these things. Rosalind was afraid to take the step of asking for help, but knew she needed to. Her instructor did some research, gathered information from the CMHS website that she would want to look at, and told her exactly how to set up an appointment. And finally, she did it—and began getting the help that she needed.

Distress of various kinds is a reality for our students, and we need to be attuned to the signs. It's okay to go "above and beyond" our job description and be a listening ear, and it's good to remember that we might be the only ones in a position to do so. But we also need to know our limits and know when to send our students to the experts. Sometimes, sending them means walking with them over to CMHS or making a phone call for them. Sometimes, making that phone call could save a life.

#### WHAT YOU CAN DO FOR A STUDENT IN DISTRESS

It's really only three things overall:

1. Recognize that a student is in distress: Know the typical signs of distress.
2. Share your concern: Have the confidence to tell the student about your observations and your concerns.
3. Know your campus resources and make the referral: Your role is to identify distress and share your concerns. You do not have to fix or solve. Make the referral to campus resources for this.

#### RECOGNIZING THAT A STUDENT IS IN DISTRESS

UConn encourages and supports staff and faculty decisions to respond to students in distress. Students in distress can display behaviors that pose a threat to self or others. Such behaviors can include:

- Suicidal gestures, intentions, or attempts.
- Other behavior posing a threat to the student (e.g., self-injury, drug abuse, alcohol poisoning, vandalism).
- Threats or aggression toward others.
- Demonstrated inability to care for oneself.

When considering whether a student is in distress, think about two fundamental things:

- Trust Your Intuition: If you think something is wrong, it more than likely is.

- Significant Changes in Behavior, Mood, and Attitude: Students who are in distress exhibit noticeable changes in their usual ways of behaving. Common types of behavior, mood, and attitude change include:
  - Anxiety, depression, unmanageable anger/irritableness.
  - Isolation.
  - Excessive stress.
  - Excessive worries.
  - Notably elevated or decreased mood (mania or depression).
  - Suspected alcohol and/or drug abuse.
  - Disruptive behaviors and peer conflicts.
  - Fatigue and social withdrawal.
  - Threatening and/or aggressive behavior to self and/or others.
  - Signs of inability to care for self.
  - Indications of self-destructive thoughts (verbalized, written).

#### SHARE YOUR CONCERN

##### *What To Do:*

- Discuss your concerns privately with the student.
- Enlist the help of someone else so you aren't handling things alone.
- Be willing to consider flexible academic arrangements (e.g., extensions).
- Seek consultation from colleagues and campus resources.
- Recognize there is a power differential between you and your student.
- Document all interactions for your records.

##### *What To Say:*

- Remain calm and share your concern directly.
  - "I'm worried about you and am interested in hearing about anything that may be bothering you. Can you tell me about what's going on?"
  - "Share with me what may be bothering you, and then let's decide what options there might be."
- Listen carefully and validate the student's feelings and experience.
  - "It's very difficult, tiring, and distressing to feel so upset this often."
- Be supportive and express concern.
  - "It concerns me that you're feeling so bad. I'm glad you told me about it."

- Set limits if necessary.
  - “Let’s talk about what’s upsetting you, but I want to be clear that we both have to do this without getting angry. Otherwise we shouldn’t continue this today and should plan for another time.”
- Discuss clearly and concisely a plan of action.
  - “I know anxiety doesn’t get better as long as it’s a secret and not actively responded to. Counseling can really make a difference.”

*What Not To Do:*

- Don’t overwhelm the student with complicated procedural and legal options.
- Don’t agree to inappropriate requests.
- Don’t ignore behaviors disruptive to other students.
- Don’t feel obligated to personally take on the care of a student.
- Don’t feel manipulated or intimidated.
- Don’t assume that others know about the student’s concerns.
- Don’t shame, blame, or guilt the student.
- Don’t display aggressive behavior (e.g., raising your voice, getting physical).
- Don’t stay in a situation in which you feel physically unsafe.
- Don’t lecture the student about poor judgment.

*What Not To Say:*

- Don’t argue with the student
  - “No, you’re wrong. I don’t agree.”
- Don’t devalue the information presented.
  - “It’s not as bad as you think. At least your grades are good.”
- Don’t downplay the situation.
  - “But you’re normally so upbeat.”
- Don’t discount the seriousness of the student’s concern.
  - “Everyone goes through this. I’m sure you have nothing to worry about.”
- Don’t say that the problem will simply pass.
  - “Bad feelings come and go. I wouldn’t worry about it.”
- Don’t oversimplify the situation.
  - “If you’d just stop doing that, everything would be fine.”
- Don’t agitate a student by being demanding.
  - “You have to do something about yourself, and do it soon. You’re upsetting everyone else!”

## KNOW YOUR CAMPUS RESOURCES AND MAKE THE REFERRAL

In some cases, students need professional help to overcome problems and resume effective functioning. A student may need such help if the student

- remains distressed following repeated attempts by you and others to be helpful;
- becomes increasingly isolated, unkempt, irritable, or disconnected;
- exhibits deteriorating academic or social abilities;
- behaves in a way that suggests increased hopelessness or helplessness;
- shows significant and marked changes in behavior and mood.

You can also refer a student to other resources if you find yourself doing ongoing counseling rather than consulting or advising or if you feel pulled in directions with which you are uncomfortable.

### *How To Refer:*

- Be firm that using campus resources will help.
  - Students may initially resist the idea of telling others, so be caring but firm in your judgment that reaching out to campus resources is helpful. Also, be clear about why you are concerned.
  - “I’m worried about you doing okay in school. I’m bringing this up because I care about how you’re doing and want you to succeed here.”
- Know your resources.
  - Be knowledgeable in advance about campus resources. The best referrals are made to specific people and/or services.
- Review department websites with the student.
  - Reviewing office websites with the student can make for familiarity and a greater willingness to seek further assistance (e.g., [www.counseling.uconn.edu](http://www.counseling.uconn.edu) and [www.suicideprevention.uconn.edu](http://www.suicideprevention.uconn.edu)).
- Have the student call from your office.
  - Suggest that the student call to make an appointment with the particular office while they are still with you. Offer the use of your phone or call the office yourself while the student waits with you.
- Walk the student over.
  - In some situations, walking with the student to the office is the kindest thing you can do.
- Call for consultation.
  - If you need help deciding whether it is appropriate to make a referral, call CMHS at 860-486-4705 and consult.
- Ask for a presentation.

- CMHS is glad to come to your office to speak further about referrals and procedures/services. Call 860-486-4705 to schedule.
- CMHS has developed the Students in Distress Workshop, which we are more than glad to bring to your office, department, or organization. It takes just ninety minutes and helps you and your group to further develop the skills and confidence to act when you see a student about whom you are concerned. Email Dr. Jenn Fox at [jenn.fox@uconn.edu](mailto:jenn.fox@uconn.edu) or visit [www.suicideprevention.uconn.edu/training.html](http://www.suicideprevention.uconn.edu/training.html) to schedule a workshop today.

If the student requires immediate medical attention or hospitalization or is unmanageable (e.g., aggressive, hostile, refusing care), or if you feel directly threatened by a student or feel others are at risk, do not hesitate to call Campus Police by dialing 911.

## APPENDIX B: TROUBLESHOOTING GUIDE

Despite our best efforts, things occasionally go awry. Our office is happy to serve as a first point of contact for any issues you may be having, but there are some things that we can't do. The table below suggests the best course of action based on our experience.

ISSUE	SOLUTION/CONTACT PERSON
<b>Placement:</b> You have questions or would like guidance as to whether a student has been appropriately placed in your course.	FYW assistant directors and Oliver Hiob, Second-Language Writing Coordinator.
<b>Informal Grade Appeal:</b> A student takes issue with an assignment grade and would like to appeal it.	FYW ADs or directors.
<b>Formal Grade Appeal:</b> A student takes issue at the end of the semester with the grade they have received for the course.	See our website for the process and contact FYW directors.
<b>Access and Accommodation Requests:</b> A student requires an accommodation, or you have questions about how to interpret the accommodation letter.	Center for Students with Disabilities (CSD) (x2020) or FYW ADs.  For students with official accommodations, you'll receive a letter from the CSD; check with FYW for guidance on universal design and accommodations for all students.
<b>Course Development:</b> You would like assistance with developing an assignment or sequence, in-class activities, etc.	FYW ADs or directors.
<b>Grading Issues:</b> You would like a second opinion on a paper evaluation or grading decision.	FYW ADs.
<b>Student Concerns About Instructor:</b> A student would like to speak to a third party about their FYW course or instructor.	FYW directors.
<b>General Student Behavioral Issues</b> If a student is physically aggressive or you feel that you are in danger, call 911 to reach Campus Police.	Begin with FYW ADs.
<b>Meeting with Students:</b> You want to meet with a student in a supervised space.	You can meet in the FYW office, Austin 162; schedule with FYW ADs.
<b>Student in Distress:</b> A student tells you that they have been assaulted or are in danger of being hurt or hurting themselves.	Student Care Team (Community Standards); in cases of immediate danger, 911.

ISSUE	SOLUTION/CONTACT PERSON
<b>No-Show Student:</b> A student stops showing up for class, does not respond to communication for an extended period of time.	Contact FYW ADs with student's PeopleSoft number so that they can provide you with the student's advisor's contact information. Then, send the advisor an email; they may be able to get in touch with the student.
<b>Concerns with Student Athletes</b>	FYW ADs: we can help you get in touch with their athletics advisor.
<b>FERPA Issue:</b> A student's parent or guardian contacts you in any way.	Do not respond—forward any correspondence to the FYW email and FYW directors.
<b>Suspected Academic Misconduct/Plagiarism</b>	Contact the FYW office first (ADs or directors). Follow FYW's <a href="#">Ethical Scholarship</a> procedures.
<b>Locked Classroom</b>	Registrar's office: 860-486-3331.
<b>Classroom Change:</b> You want to change your classroom because of a legitimate problem that keeps you from accommodating your students.	Registrar's office: 860-486-3331. Be aware that it may not be possible to change your classroom.
<b>Technology Issues in the Classroom</b>	UITS: 860-486-1774.
<b>HuskyCT Issues</b>	FYW ADs—or refer to HuskyCT help guides online at <a href="http://irc.uconn.edu">irc.uconn.edu</a> .
<b>PeopleSoft Issues</b>	FYW ADs—or refer to <a href="http://studentadmin.uconn.edu/help/instructors-and-advisors">studentadmin.uconn.edu/help/instructors-and-advisors</a> .
<b>FYW Office Tech Support:</b> You're having trouble with the copier/printer or other technology in Austin 162.	FYW ADs or Amy Dann (860-486-0328). If the copier breaks and the FYW ADs aren't present, you can call 860-635-5053. The machine number is 39394.

## APPENDIX C: RESOURCES FOR ALL FYW COURSES

<b>Center for Students with Disabilities</b>	<a href="http://csd.uconn.edu">csd.uconn.edu</a>
<p>This office offers assistance to students with documented disabilities. Staff members help students determine which services are appropriate to their individual needs, and then help make arrangements for such accommodations. Students who wish to receive any special accommodations or services (such as extra time for an exam, for example) must go through this office, and it is the student's responsibility to make contact with the program. Teaching assistants should be as responsive as possible to the needs of students with disabilities, but any requests for special accommodation must be issued by this office (rather than by the student directly).</p>	
<b>HuskyCT (Blackboard)</b>	<a href="http://lms.uconn.edu">lms.uconn.edu</a>
<p>HuskyCT is an online Blackboard site. To activate the HuskyCT site for your FYW class, follow these steps:</p> <ul style="list-style-type: none"> <li>• Log into PeopleSoft (<a href="http://studentadmin.uconn.edu">studentadmin.uconn.edu</a>).</li> <li>• Select "Self Service" and then open the Faculty Center.</li> <li>• Click on the "HuskyCT Sections" tab.</li> <li>• Click the link for the current term (e.g., Fall 2017).</li> <li>• Select the checkbox for your section (this should be the only section displayed).</li> <li>• Click the "Submit" button. Click "OK" on the dialogue box that pops up.</li> </ul> <p>You will receive a confirmation email, and the HuskyCT site should be up by the next business day. If you need any help, you can contact the Instructional Resource Center at <a href="mailto:irchelp@uconn.edu">irchelp@uconn.edu</a> or 860-486-5052.</p>	
<b>Library and Information Literacy</b>	<a href="http://lib.uconn.edu">lib.uconn.edu</a>
<p>Document Delivery/Interlibrary Loan Services: <a href="mailto:udoc@lib.uconn.edu">udoc@lib.uconn.edu</a></p> <p>English Department Library Liaison: <a href="mailto:richard.bleiler@uconn.edu">richard.bleiler@uconn.edu</a></p> <p>Information Literacy: <a href="mailto:infolit@uconn.edu">infolit@uconn.edu</a></p>	
<b>Office of Community Standards</b>	<a href="http://community.uconn.edu">community.uconn.edu</a>
<p>You can contact OCS for issues of Academic Misconduct. In general, however, you should always begin with talking to the First-Year Writing Office before going directly to OCS.</p>	
<b>Office of Institutional Equity</b>	<a href="http://equity.uconn.edu">equity.uconn.edu</a>
<p>The Office of Institutional Equity ensures the University's commitment and responsibility to foster diverse and inclusive working and learning environments. Their work focuses on ensuring compliance with the University's non-discrimination policies and also state and federal laws and regulations related to equal opportunity and affirmative action, including American with Disabilities Act Compliance, affirmative action, discrimination, diversity, education and training, search process compliance, Title IX compliance, and sexual violence awareness.</p>	

<b>SET Course Evaluations</b>	<a href="http://oir.uconn.edu/onlinecet/onlinecet.html">oir.uconn.edu/onlinecet/onlinecet.html</a>
<p>The Office of Institutional Research distributes university course evaluations online. During the last two weeks of the semester prior to exam week, students will be able to access their evaluations via a link on HuskyCT (also sent to them via email). Despite the fact that students can fill the evaluations anywhere, OIR has found that there is a higher response rate if you provide in-class time. You will need to announce this in advance so students can bring electronic devices; students can even do them on a smartphone.</p> <p>Students will evaluate instructors on presentation of material, organization, the clarity and relevance of stated objectives for the course, how well an instructor stimulates interest, how fair they grade, how accessible, interested and prepared they are. Students will evaluate the course as separate from the instructor. Students will also respond to short answer prompts on the most and least effective aspects of an instructor's teaching. Instructors can add questions of their own via the OIR website the week before the evaluations commence; you will receive an email from OIR with directions.</p> <p>Instructors receive a copy via email of the tabulated results as well as a summary report of student ratings for the University and student ratings by course level. If you do not receive your evaluations within five weeks from the submission of grades, check your junk mail folder to ensure that the evaluations were not incorrectly sorted. If the evaluations are not in your junk mail, contact Cheryl Williams at 860-486-1910. The Director of First-Year Writing receives a copy of all evaluations and reviews them as a check on the First-Year Writing program as a whole. Student evaluations are not used punitively. Instructors are encouraged to read student evaluations diagnostically and to consult with the Directors about questions or concerns.</p>	
<b>Student Care Team</b>	<a href="http://studentcareteam.uconn.edu">studentcareteam.uconn.edu</a>
<p>The Student Care Team is a multidisciplinary team that meets regularly to evaluate behaviors by University students that are perceived to be threatening, harming, or disruptive to the student, to others, or to both and coordinate an appropriate response. The Student Care Team does <i>not</i> respond directly to emergencies. Call 911 if you require emergency services.</p>	
<b>Writing Center</b>	<a href="http://writingcenter.uconn.edu">writingcenter.uconn.edu</a>
<p>Homer Babbidge Library, Level Two; 860-486-4387</p> <p>Director: Tom Deans (<a href="mailto:tom.deans@uconn.edu">tom.deans@uconn.edu</a>)</p> <p>Associate Director: Kathleen Tonry (<a href="mailto:kathleen.tonry@uconn.edu">kathleen.tonry@uconn.edu</a>)</p> <p>Program Assistant: Margie Ouimette (<a href="mailto:writingcenter@uconn.edu">writingcenter@uconn.edu</a>)</p> <p>One of the most useful academics resources on campus for both undergraduate and graduate students alike is the University Writing Center. The writing center tutors are there to help you and your students find an approach to a new writing assignment, revise a draft, put together a cover letter, and so on. The writing center also holds workshops for both undergraduate and graduate students throughout the academic year focused on specific topics.</p> <p>Because FYW courses often ask students to write in ways and on topics they've never considered before, getting additional outside writing help can be helpful for all students. Encourage students to visit the writing center early and often throughout the semester. Whether it's for help brainstorming a way into their topic or help with final revisions on a major essay, many</p>	

of our students report that their visit to the writing center was the best thing (outside of class) they could have done to help them succeed in First-Year Writing.

#### *Tutor Talks*

Upon request, a tutor will visit your class to give a five-minute presentation describing what we do. This puts a human face on the writing center and encourages students to come. We recommend scheduling a tutor talk at the beginning of the semester or just before a paper is due. To schedule a visit, go to [writingcenter.uconn.edu/request-a-tutor-talk](https://writingcenter.uconn.edu/request-a-tutor-talk).

#### *First-Year Writing Supported Courses (ENGL 1010S)*

FYW supported courses are seminars with both a FYW instructor and a writing center fellow embedded in the course. The writing center fellow supplements classroom work by facilitating 50-minute weekly writing workshops for small groups of students. The fellow plans these workshops in consultation with the instructor and writing center fellows coordinator, but the instructor does not attend. In addition to leading small-group sessions, the writing fellow is in the classroom for one class period per week. During class, fellows model good classroom discussion and can help lead small-group workshops. If you are interested in teaching a 1010S course in the future, please talk to the Assistant Directors of First-Year Writing.

## APPENDIX D: ADDITIONAL CAMPUS RESOURCES

<b>Breastfeeding at Work</b>	<a href="http://hr.uconn.edu/worklife-family">hr.uconn.edu/worklife-family</a>
Austin 236 is the Nursing Mothers' Office. For access to this office, please contact the Family Advocacy Chair of EGSA or Mary Udal.	
<b>Campus Map</b>	<a href="http://maps.uconn.edu">maps.uconn.edu</a>
<b>Campus Security</b>	<a href="http://police.uconn.edu">police.uconn.edu</a>
<b>Center for Academic Programs</b>	<a href="http://cap.uconn.edu">cap.uconn.edu</a>
<p>The Center for Academic Programs houses three major federal educational opportunity programs, also known as "TRIO" programs, whose primary purpose is to prepare low income and/or first-generation students to college backgrounds for successful entry, retention, and completion of post-secondary education.</p> <ul style="list-style-type: none"> <li>• Student Support Services provides academic support for selected high school graduates entering UConn. There is a pre-collegiate summer program as well as an academic support program during the academic year.</li> <li>• ConnCAP works with high-school students from Hartford and Willimantic to help them graduate from high school, enter college, and graduate with a four-year degree.</li> <li>• Educational Talent Search works with middle- and high-school students from New Haven and Willimantic and encourages them to continue in and graduate from secondary schools and to enroll in postsecondary education programs.</li> </ul>	
<b>Connecticut Writing Project</b>	<a href="http://cwp.uconn.edu">cwp.uconn.edu</a>
<b>Counseling/Mental Health Services</b>	<a href="http://cmhs.uconn.edu">cmhs.uconn.edu</a>
<p>See also:</p> <p>Individual, Couple, and Family Therapy: <a href="http://humphreyclinic.uconn.edu">humphreyclinic.uconn.edu</a>.</p> <p>Coping with Grief and Loss: <a href="http://worklife.uconn.edu/family/coping_with_grief.html">worklife.uconn.edu/family/coping_with_grief.html</a>.</p> <p>Suicide Prevention: <a href="http://suicideprevention.uconn.edu">suicideprevention.uconn.edu</a>.</p>	
<b>Creative Writing Program</b>	<a href="http://creativewriting.uconn.edu">creativewriting.uconn.edu</a>
<b>Cultural Centers</b>	
<p>Hillel Student Organization: <a href="http://uconncontact.uconn.edu/organization/hillel">uconncontact.uconn.edu/organization/hillel</a>.</p> <p>Muslim Student Association: <a href="http://uconncontact.uconn.edu/organization/uconnmsa">uconncontact.uconn.edu/organization/uconnmsa</a>.</p> <p>Christian Students on Campus: <a href="http://uconncontact.uconn.edu/organization/christianstudentsoncampus">uconncontact.uconn.edu/organization/christianstudentsoncampus</a>.</p> <p>Rainbow Center: <a href="http://rainbowcenter.uconn.edu">rainbowcenter.uconn.edu</a>.</p> <p>African American Center: <a href="http://aacc.uconn.edu">aacc.uconn.edu</a>.</p> <p>Native American Cultural Society: <a href="http://nacs.uconn.edu">nacs.uconn.edu</a>.</p> <p>Puerto Rican/Latin American Cultural Center: <a href="http://latino.uconn.edu">latino.uconn.edu</a>.</p> <p>Asian American Cultural Center: <a href="http://asacc.uconn.edu">asacc.uconn.edu</a>.</p> <p>Women's Center: <a href="http://womenscenter.uconn.edu">womenscenter.uconn.edu</a>.</p>	

<b>Dean of Students</b>	<a href="https://dos.uconn.edu">dos.uconn.edu</a>
The Dean of Students Office serves as an advocate for students and as a centralized resource for connecting students with appropriate university and community programs, offices and individuals. The office supports students in resolving educational, personal and other university concerns that affect the quality of their academic or community life and personal goals.	
<b>Employee Unions</b>	
Graduate Students: UCONN GEU-UAW Graduate Employee Union, <a href="https://uconngradunion.org">uconngradunion.org</a> . Adjunct Faculty: UCONN-AAUP, <a href="https://www.uconnaaup.org">www.uconnaaup.org</a> .	
<b>Gender-Neutral Bathrooms</b>	
There is a gender-neutral bathroom on the first floor of Austin near the loading zone. The full list of gender-neutral bathrooms is available through the Rainbow Center's website: <a href="https://rainbowcenter.uconn.edu/index.php/resources/bathroomlist/">rainbowcenter.uconn.edu/index.php/resources/bathroomlist/</a>	
<b>Ombuds</b>	<a href="https://ombuds.uconn.edu">ombuds.uconn.edu</a>
The UConn Ombuds serves as a neutral resource who provides confidential and informal assistance to members of the campus community. The Ombuds Office was established to provide a confidential, neutral resource for staff, faculty, and graduate students to express concerns, identify options to address workplace conflicts, facilitate productive communication, and surface responsible concerns regarding university policies and practices. Our Ombuds is Jim Wohl, and his office is on the second floor of the Homer Babbidge Library.	
<b>Parking Services</b>	<a href="https://park.uconn.edu">park.uconn.edu</a>
<b>Payroll</b>	<a href="https://payroll.uconn.edu">payroll.uconn.edu</a>
<b>Physical Health Services</b>	
Student Health Services: <a href="https://shs.uconn.edu">shs.uconn.edu</a> . Planned Parenthood of Southern New England: <a href="https://plannedparenthood.org/ppsne">plannedparenthood.org/ppsne</a> . Sexual Violence Awareness: <a href="https://sexualviolence.uconn.edu">sexualviolence.uconn.edu</a> .	
<b>Student-Athlete Success Program</b>	<a href="https://uconnhuskies.com/sports/sasp">uconnhuskies.com/sports/sasp</a>
All student athletes are assigned athletic counselors through UConn's Student-Athlete Support Program. SASP usually contacts the English instructors of their student athletes at least once per semester. Their counselors are a helpful resource for both our students and us.	