



University of Nevada, Reno

Part-Time Faculty Handbook

An Introduction to Part-Time Teaching at the
University of Nevada, Reno

Office of the Provost
University of Nevada, Reno
Academic Year 2008-2009

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SECTION I: POLICIES AND PROCEDURES GOVERNING NON-TENURED FACULTY

The principal governing documents for the University of Nevada, Reno are the Nevada System of Higher Education (NSHE) Board of Regents Handbook, the University By-laws, and the University Administrative Manual. These documents provide organizational and administrative structure, as well as personnel policies and procedures. The bylaws of your school, college, or department provide additional detail about how those units function.

- Board of Regents Handbook
<http://system.nevada.edu/Board-of-R/Handbook/index.htm>
- University Bylaws
<http://system.nevada.edu/Board-of-R/Handbook/TITLE-5---/T5-CH07---University-of-Nevada--Reno.pdf>
- University Administrative Manual
http://www.unr.edu/vpaf/business_finance/forms/uam.pdf

The following sections address some of the practical questions you may have about your part-time appointment.

I – A: Contracts

Part-time faculty members at the University are employed under contract. The typical contractual arrangement for part-time faculty is the Letter of Appointment (LOA).

A. Letters of Appointment (LOA)

Letters of Appointment are issued for teaching, research, and other professional employment activity. LOA contracts are issued for clearly defined duties that are part-time and temporary.

B. Temporary Appointments

Departments may also hire instructors under Temporary Appointment contracts. Temporary Appointments are non-continuing positions lasting one year or less. Temporary Appointment contracts must be for 0.5 FTE or more, must exceed three months of consecutive service, and may be funded either by state or non-state funds. Departments issue Temporary Appointment contracts for a fixed period, generally one year or less. Temporary Appointment faculty members are eligible for benefits. Examples of temporary positions include visiting scholars, visiting researchers, sabbatical replacements, etc. Consult the University Administrative Manual for information on employment benefits available to Temporary Appointment faculty.

I – B: Salary

Your department or college's administrative personnel are responsible for preparing your contract and assisting you with your new hire paperwork. You should note any special contract considerations under the "Remarks" section of the contract. The department then submits the required paperwork to Human Resources for processing.

The University pays part-time instructors a fixed amount specified in their contracts. Paychecks are available on the last working day of each month. You may pick up your paycheck at the Cashier's Office, located on the third floor of the Fitzgerald Student Services (SSB) Building. You may also elect to have your pay deposited electronically. The university automatically deducts federal income tax from each paycheck issued to contract instructors.

Part-time faculty members are not eligible for the Merit Salary Increase program.

I – C: Non-US Citizens

All university employees must be legally authorized to work in the United States. If you are not sure of your work status, contact the Office of International Students and Scholars (784-6784) for guidance on securing the necessary authorization.

I – D: Employment Benefits

A. Health Insurance and Medical Benefits

LOA faculty members are not entitled to medical benefits. Temporary Appointment faculty, depending on the terms of their contract, may be eligible. For further information, contact Faculty Human Resources, 784-6035.

B. Grants-in-Aid

Employees teaching for credit are eligible for the amount of credits being taught in the current semester or the previous semester but not accumulative from semester to semester. Example: If the employee taught 3 credits in Fall and 3 credits in Spring they are still only eligible for 3 credits for Spring. However if they taught 3 credits in Fall but are not teaching in Spring, and they did not use fee benefit in the Fall they are eligible for the 3 credits in the Spring.

The department must write a letter, signed by the dean, assigning credit equivalency to the work being done for employees who are not teaching for credit. There is a 6 credit maximum.

Credit courses through Extended Studies are not applicable.

No privileges usually associated with student registration (e.g. discounted tickets intercollegiate athletic tickets, student health insurance).

Employees of Extended Studies on a Letter of Appointment are not eligible for grant-in-aid.

C. Library Privileges

LOA faculty members have full library privileges. You must have a valid University ID (“Wolf Card”) to check out materials.

D. Leave and Vacation

LOAs are not eligible for annual or sick leave. Temporary Appointment faculty may receive these benefits if specified in their employment contract.

Under certain circumstances, LOA faculty members may be eligible for military or judicial leave. Consult the Board of Regents Handbook (Sections 17 & 18) or Faculty Human Resources (784-6082) for details.

I – E: Administrative Information

A. Parking

Staff may purchase parking permits for parking areas which have permits available. The University does not provide additional compensation for parking expenses. We have listed some tips for avoiding parking headaches:

1. Purchase a semester or full-year parking permit from Parking and Transportation Services, located north of the West Stadium Parking Garage.
2. Display parking permits so that they hang from the inside rear-view mirror in an upright position with the permit information facing outward.
3. Arrive on campus 25 to 30 minutes early to allow yourself sufficient time to locate a parking space before class.
4. If you forget your parking permit or drive a different vehicle on campus, stop at Parking Services to obtain a one-day temporary parking permit at no charge.
5. Read and adhere to the parking regulations, which are provided by Parking Services on their website at: http://www.unr.edu/parking/rules_reg.html.
6. Do not park in “Reserved” or “Handicapped” parking areas.

7. If you receive a parking citation, pay it within 15 days to avoid a doubling fee. Three or more outstanding citations will result in the impoundment of your vehicle. After you have paid the citation fine, you have the right to appeal the charge within 15 calendar days from the date the citation was issued on an appeal form available through the Parking and Transportation Services Department.

Stop by Parking and Transportation Services or call 784-4654 weekdays between 8:00 a.m. and 5:00 p.m. to discuss parking related concerns. Visit their website at <http://www.unr.edu/parking/index.html>.

B. Identification Cards

You may obtain an ID card (the “Wolf Card”) at the information desk at Jot Travis Student Union (JTSU). ID cards for part-time employees do not contain photographs and expire either on June 30th or the contract ending date, whichever is earlier. Employees must present ID when picking up a paycheck or using University facilities. You must surrender your ID card upon termination of employment.

I – F: Contract Renewal

The University does not automatically renew LOA contracts. Check with your department or Human Resources to find out how to reapply. There are many factors affecting availability of LOA positions from semester to semester, including budget considerations, student enrollment, and faculty workload.

I – G: Resignations

Faculty members wishing to resign their appointment are expected to do so early enough to avoid disruption to the instructional process. A resignation during a semester would be detrimental to students and reflect poorly on the faculty member.

I – H: Grievances

A. Equal Opportunity and Discrimination Grievances

The University of Nevada, Reno, is an equal opportunity employer and does not discriminate based on race, creed, color, sex, age, national origin, handicaps, sexual orientation, or veteran status in any program or activity, in compliance with federal, state, and local non-discrimination laws and regulations. The Affirmative Action Office is responsible for coordinating all compliance efforts, for investigating complaints, and for receiving grievances from students in matters dealing with discrimination. Anyone with questions or concerns may call the University Affirmative Action Office, Jones Center, Room 103-C, 784-1547, <http://www.unr.edu/hr/affaction/>.

B. Contractual Grievances

Any problems encountered concerning your contract, salary, or term of appointment should first be taken to your department chair. In the event a formal grievance is necessary, the correct procedure is outlined in Part 3, Chapter II of the University of Nevada, Reno, Bylaws.

C. Grievances Filed Against You

As a first course of action, you should attempt to handle any student complaints directly with the student(s) involved. Make sure you understand the student's side of the problem and see that the student understands your point of view. If this does not resolve the problem satisfactorily, take both sides of the issue to your department chair. You may also want to contact the Office of Student Conduct, 784-4388, or online at: <http://www.unr.edu/sjmas/Judicial1.htm>.

D. Sexual Harassment

Sexual harassment violates federal and state law as well as the policies of the University of Nevada, Reno. Because it is offensive and illegal, the University of Nevada, Reno regards such behavior as a violation of the standards of conduct required of all persons associated with the institution.

Sexual harassment is the introduction of sexual activities or comments into the work place or learning situation. Often sexual harassment involves relationships of unequal power and contains elements of coercion—as when compliance with requests for sexual favors becomes a criterion for granting work, study, or grading benefits. However, sexual harassment may also involve relationships among equals, as when repeated sexual advances or demeaning verbal behavior have a harmful effect on a person's ability to study or work.

Forms of sexual harassment may include, but are not limited to, sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature where:

- Submission to such conduct is made either explicitly or implicitly as a term or condition of an individual's employment or education;
- Submission to or rejection of such conduct by an individual is used as the basis for academic or employment decisions affecting that individual; or,
- Such conduct has the purpose or effect of interfering with an individual's academic or professional performance or creating an intimidating, hostile, or demeaning employment or educational environment.

UNR policy provides that any faculty member, staff member, or student who is found to have engaged in sexual harassment will be subject to appropriate disciplinary action by the University, up to and including dismissal. Furthermore, it is unlawful to retaliate against students, staff, or faculty members who file complaints of sexual harassment or who cooperate in an investigation of such a complaint. Retaliation against a person who, in good faith, reports alleged harassment or who participates in an investigation may be subject to appropriate discipline.

For more information on the elements of sexual harassment and strategies for dealing with harassment, contact the Affirmative Action Office. Be sure to ask for a copy of the University's policy prohibiting sexual harassment. If you have been subjected to inappropriate behavior or comments of sexual nature, contact the Affirmative Action Office immediately. All such contacts are handled in a confidential manner.

SECTION II: PERFORMANCE EVALUATIONS

As you become familiar with the University's academic standards, you may wonder what distinguishes teaching "excellence." You might also wonder how you can maximize the use of student assessments. Your department may evaluate your teaching in several ways and for several purposes. These evaluations may routinely be used to collect information for personnel decisions and to serve as benchmarks for teaching improvement.

It is a good idea early in the semester to gather feedback from your students to see how they think you are doing so far. Your department may have a form that you can use, or you can create and distribute your own evaluation form at the beginning and/or end of the semester to obtain your own feedback.

Pass out the forms after you have met with the students at least three times. By doing this, you can change anything that you and your students agree needs to be modified. You will also get feedback on the things you are doing well. Another advantage is that your departmental end-of-semester evaluations will most likely be more favorable. Students will respect you for asking their opinions because they will know you care about them. This also shows the students that you are truly interested in doing a good job as an instructor.

Most departments require student ratings of all instructors at the end of each semester. Individual departments distribute, collect, and compile assessment forms. As a matter of professional development, you might ask your department chair several questions:

- What does the assessment form look like?
- What does the form measure?
- How is it collected, compiled, and used by the department?
- How do I make the most of student responses?

Evaluation policies differ from one department to another. You should ask your supervisor or coordinator what form of evaluation is used and how you can apply this evaluation to the specific tasks you will be performing as an instructor.

SECTION III: THE PART-TIME FACULTY MEMBER ON THE JOB

Since teaching duties vary from one department to the next, and often from semester to semester, some parts of this section will apply more closely than others to your situation. You might be appointed to teach any course ranging from a lower-division survey lecture course to an upper-division major course to a graduate-level seminar. You may even be involved in distance learning.

Successful teaching depends as much on theory as it does on technique. It also depends largely upon your recognizing the importance of your role within the university: At one time or another, most undergraduates take a course taught by a part-time faculty member. Therefore, it is vital that you adopt a professional ethic regarding your teaching duties. This section briefly addresses theory, technique, and professionalism.

III – A: Teaching Effectively

It has been said that good teachers are “born, not made.” Researchers, however, have identified four elements of effective teaching that you can learn: good organization, enthusiastic presentation, subject knowledge, and group instructional skills.

A. Organization

Good organization is important to all phases of instruction. Designing a course doesn't mean throwing together a conglomeration of lectures, discussions, and handouts. From the syllabus to the final examination, every aspect of the course should focus on defined goals, the most important of which is the level of learning you expect students to achieve.

Your first step is to establish the level of performance you expect from your students. You might give a diagnostic test or assign an in-class essay to assess what the students already know and what they need to learn.

After assessment, your next step is to choose the instruction method. If you need to cover 50 years of research in 16 weeks, you will probably lecture, but it is also important to *involve the students in the presentation of the material as much as possible*. Stop from time to time and invite questions from your students. Research shows that most students can pay attention to a lecture for up to fifteen or twenty minutes. After that, it's time for a “break” in the lecture using other teaching techniques, such as group work.

If your students are to apply the course material, you will not only have to present facts through texts and lectures, but you must also show them how to develop generalizations from the background knowledge (discussion, study problems, assignments), and provide them with opportunities to apply the newly learned principles in novel situations (laboratory experiments, papers, examinations).

Your third step will be to determine whether students have learned what you intended. It is confusing for students to read in the University catalogue that the course stresses “problem solving” while the instructor lectures on “conceptual integration” and the examinations test for “recall of facts” from the texts. Ideally, the mode of instruction, course content, assignments, and examinations should all focus the students' attention in a single direction.

B. Enthusiasm

Enthusiasm is contagious! It comes with self-confidence, excitement about the subject, and pleasure in teaching. Don't be shy in expressing your enthusiasm. Your enthusiasm will help students persevere through difficult assignments and complex topics. Enthusiastic behavior includes positive facial expressions, attentiveness to students, occasional movement away from the podium or whiteboard, and frequent eye contact. Enthusiasm also involves vocal inflections that emphasize and de-emphasize material, and a willingness to listen to students and to express interest in their contributions.

Invite a colleague to observe you and give you feedback. We cannot always “see” how we appear to others. Colleagues can notice things such as lack of eye contact, distracting hand and body movements, a monotone voice, looking to one side of the room or to certain students, ineffective whiteboard strategies and the like. Their candid feedback will help you determine in what areas your teaching performance might be improved.

C. Demonstrating Knowledge

Effective teachers exhibit a breadth of knowledge, analyze concepts effectively, and stay up to date in their specialty. Just how you show your knowledge will depend on your approach to teaching, but the strongest advantage you have over a textbook is revealing what you know to students. Explain your thinking so that students get a sense of what it means to think like a psychologist or a chemist or a civil engineer and tackle problems in the discipline. Discuss new developments and their effects on present theory by using a recent issue of a magazine or professional journal. Involve the students in the lesson as much as possible. Prepare several key questions in advance. This will not only generate interest, but it will also cause students to come to class better prepared and ready to learn.

Don't oversimplify the material. There is a tendency to want to summarize what students “need to know” rather than to invite them into the discipline as a process. *Don't assume that students aren't interested in the subject.* If confronted by an enthusiastic and knowledgeable instructor, students will usually respond positively. Ask stimulating or controversial questions. Show them how your subject relates to them or to things they already know. It is all-important to keep a balance between complexity and simplification. Invite them to participate in as many ways as possible. This takes preparation, but the result is that everyone will enjoy, learn and remember more.

Ideally, you will be assigned to a course in your area of expertise, but you should still review material to refresh your memory, and you might try explaining it to someone else

as a way of anticipating student questions and problems. If you must teach outside your specialty, you'll need to stay at least a week ahead of your brightest student. Remember that you are not responsible for knowing all the answers, so don't feel compelled to apologize for your relative lack of knowledge. If you cannot answer a question or you have made an error, admit it, but tell your students where they may find the answer or offer to look it up—and then do it. Students are usually forgiving, but the one thing they will not tolerate is deception from an instructor.

D. Group Instructional Skills

Effective teachers skillfully interact with students. They are generally able to:

1) *Establish rapport*: Most students learn better when they are relaxed and do not feel threatened. A comfortable atmosphere makes learning more enjoyable.

2) *Create a climate of mutual respect*: It is important for you to remember that your responses and comments carry great weight with students. If you walk into class and tell the students their questions are a waste of time, you can be sure that you will receive none. Comments such as, “You should know this by now,” and “I learned this in high school” will intimidate the students. Ridiculing students is destructive, not to mention poor manners. When a student asks a question, treat that student with respect. You needn't spend five minutes answering an irrelevant question, but you can still be courteous by offering to discuss the matter with the student after class. This is professionalism.

3) *Be sensitive to student responses*: If you watch your students instead of the blackboard or your notes, you can often encourage questions simply by pausing whenever they appear confused. During the first few weeks you may have to say, “I see you have some questions; what are they?” Be sensitive to confusion in distinguishing between fact, theory, and instructor opinion and what relation all have to the stated course content, expectations, and grades. Many will assume that the professor's opinions should automatically re-emerge intact in their exam bluebooks if they are to receive an “A.”

4) *Stimulate class participation*: Many experienced teachers consider *class participation* to be their best friend. An exchange of ideas should be a natural part of an academic environment, and students should feel comfortable with this exchange, not threatened by it. It's important to be positive in your feedback to their comments and questions. You should also make clear any expectations for assignments and exams, as well as your criteria for grading.

III – B: Preparing for Class

Your course will run more smoothly if you take care of the details early. During your first semester you will probably not be directly responsible for reserving a classroom or ordering textbooks, but you will certainly be responsible for other details.

A. Classrooms

As a new instructor listed as “Staff” in the time schedule, you have very little to say about classroom assignments. However, check out the classroom well in advance to make sure it meets your needs. Visiting the classroom can also reduce your apprehension. Note the layout and whether the classroom has a media cart—these factors may influence your teaching methods. If a change is absolutely necessary (for instance, you may need movable chairs for your discussion section), ask your department support staff if other rooms are available. If you request a change before the semester begins, you may be able to arrange it. It is also your responsibility to make sure all the necessary supplies are there. Check out your classroom ahead of time and bring a box of supplies just in case.

B. Departmental Support

Get to know your department administrative assistant and treat that person with courtesy and respect. The administrative assistant can be an important source of information on all sorts of details. Introduce yourself early and ask what clerical support is available to part-time faculty in the department.

C. The First Day

Even veteran professors experience first-day butterflies. If you avoid the first-day syndrome by simply handing out the syllabus and dismissing class, you’ve missed an opportunity to set the tone for the rest of the semester. When students come to the first class, they are eager to know what will be covered, what you are like, what you will require of them, and how you will evaluate them. It is therefore safest to keep the first class session focused on an introduction to the course. Don’t cover material that would require students to have their texts in hand. A short overview of the course will suffice.

Covering the syllabus, course requirements, and your own policies will take about twenty minutes, and you can spend all or part of the remaining time discussing the objective of the course and your approach to the subject. *Express your enthusiasm for your subject and have examples of how this subject relates to them or to other courses they are taking.* If you have time and the class is small enough, it’s a good idea to ask students to introduce themselves. Students need to feel that it matters to you that they are there. It is always helpful to have students write down their names, e-mail addresses, majors, and any courses taken in the subject area. This will assist you in learning their names and in adjusting the course to their level of competence or experience. *Don't forget to tell them something about yourself and your interest in the subject.*

The major problem you have to overcome on the first day is probably your own fear. Most new instructors are self-conscious and are more worried about their own self-image than concerned about the effectiveness of a particular teaching strategy. Don't despair. The reaction is perfectly natural, and probably none of the horrible things you have imagined will happen on the first day. The most important thing you can do to make a good “first impression” is to be prepared and act professionally.

D. The Syllabus

A well-designed syllabus will answer many of the student's questions. Your syllabus should cover:

- Instructor information (include your office hours, office location, phone number, and your e-mail address so students know where and when to reach you)
- Course content (with an outline of the semester)
- Required and optional texts
- Reading and homework assignments
- Exam schedule
- Grading policies
- Your policies on absences, late assignments, make-up exams, incompletes, and extra credit
- University policies on cheating and plagiarism
- University disability accommodation policy

You might also consider including information about tutoring services for students.

III – C: Getting Help

There are additional sources to assist you in learning and performing your duties. For instance, more experienced part-timers in your department are a valuable source of support. Don't hesitate to ask for their advice. If you make an effort to know the other part-time instructors in your department and talk with them concerning your duties, you will certainly benefit from an exchange of your ideas. Not only can they help in preparing you for particular class or lab sessions, but they can also sit in on your classes or labs, if you wish, and give valuable feedback.

SECTION IV: DEALING WITH STUDENTS—A GUIDE TO HELP YOU THRIVE

The University has hired you as an instructor, not as an advisor, counselor, or psychologist. But at one time or another, you may find yourself faced with a student with a problem. Students might ask your advice concerning their other classes or instructors, or whether they should drop one course in favor of another, or even whether or not they should change majors. Because you cannot avoid becoming involved in a student's overall academic life, it is essential that you know something about your students, basic university regulations, and where to send students for advice that you are unable or unqualified to give.

IV – A: The University Student

The University of Nevada, Reno, is a land-grant university. As a state-funded institution, the University is obligated to provide an education to any Nevada or out-of-state resident who qualifies academically. There is a wide range among students in age and experience. An undergraduate student may be anywhere from 18 to 80 years of age, and may come from Nevada or the opposite end of the globe. Students from all 50 states and more than 60 foreign countries are enrolled at the University.

Although each student is assigned an adviser upon registration, there will be occasions when you may be asked by a student, most likely an undergraduate, for your advice. What are your responsibilities in this matter? This question cannot be answered easily, but we offer some suggestions for establishing a basis of communication with students.

IV – B: Instructor and Student Relations

Most new instructors want to be respected, yet they usually will introduce themselves the first day of class as Mary or Joe, rather than Ms. or Mr. So-and-So. A word of caution is in order: don't become *too* familiar with students. It doesn't take them long to begin taking advantage of a too-friendly instructor. Students quickly expect partiality from their "friend." If you are honest from the beginning, neither playing the aloof professor nor the totally sympathetic friend, students will soon give you the respect you desire.

Fully explain at the beginning of each semester exactly what you expect of students. Do not wait until mid-semester to give out grading procedures and course requirements. This should be done at the first or second class session. Also, an early and frank conversation about cheating and plagiarism could save you lots of time and trouble later. Refer to the *Student Handbook* for explanations of University policy on these issues. You may also want to refer to this information in your syllabus. The *Student Handbook* is available online at <http://www.unr.edu/stsv/slservices/documents/2006handbook.pdf>.

IV – C: Dealing with the Problem Student

A. Disruptive Students

Regardless of how hard we strive to avoid them, problems with students occasionally arise: the student who is disruptive, the student who is repeatedly late, the talkative student, or the one who refuses to take the class seriously. It may also take the form of a confrontation with a student who is upset about a grade. Usually, the techniques of body language or interpersonal communication work to defuse the situation. If not, you must *choose your next step carefully*.

Do not react in anger. Although your first feeling might be one of frustration, or worse, resolve the situation before it gets out of hand. As a teacher, your greatest allies are the other students. They will probably be as upset as you are by the problem. Peer pressure is a strong force and can help you in disciplinary matters. Stay calm and discuss the problem later in your office with the disruptive student. When talking with a “problem” student in your office, it is advisable to have another instructor close by. If the problem is still not resolved after the office session, speak to your department chair. Also, be sure to *document the meeting in writing*. The more details and written support you have, the easier it will be for you later if administrative or legal issues arise.

B. Academic Dishonesty

Academic dishonesty is a substantial problem and cannot be ignored. Studies of cheating in college routinely report that a significant percentage of undergraduates admit to cheating. The usual reasons given for cheating are the pressures for grades and “since everyone else is cheating, I have to do it to keep up.” Also, students often report that “the instructor didn’t seem to care.”

It is best to deal with the issue of cheating or plagiarism before it happens. Address the subject prior to the first test or paper assignment to discourage students who are not sure how you stand on this issue. If cheating does occur, deal with it directly and swiftly. In cases of plagiarism on a written assignment, you will have to identify the original source as proof. Use internet search engines such as Google. If you suspect academic dishonesty, discuss it in private with the student. Ask about the student’s use of sources and methodology.

Check with your department regarding their preferred methods of dealing with academic dishonesty. Remember these important guidelines:

- Deal with incidents directly. Speak with the student in private. Don’t just give a suspected cheater a low grade without comment.
- Contact your department chair immediately if you suspect cheating or plagiarism. Students who are suspected may be charged in accordance with the Board of Regents Handbook.

An adversarial relationship with students is not conducive to learning. In your efforts to prevent academic dishonesty, focus on the goal of making evaluation fair for all of your students. If you need to deal with cases of academic dishonesty, resolve the matter in a fair, but firm, manner. If you do not know how to do this, talk with your department chair contact the Office of Student Conduct, 784-4388. It is very important to inform your department chair as soon as a situation arises. *Make sure you document any suspected cheating or plagiarizing incidents. Don't rely on your memory!* Write comments down so that you will be able to show later that you suspected, confronted, and/or resolved the problem.

IV – D: Student Support Services

You should familiarize yourself with the various services offered to students at the University of Nevada, Reno. These cover a number of different areas, including financial, academic, and social interests.

A. Financial Aid

The University offers a number of financial aid programs, such as scholarships, fellowships, assistantships, awards, grants, loans, student employment, and deferred payment. The University catalogue lists hundreds of scholarships, prizes, and awards available to the qualified student.

Students may obtain more information by reading the financial aid section of the catalog. The Office of Student Financial Aid and Scholarships, located in the Fitzgerald Student Services Building (SSB), administers the majority of university financial aid. This office can provide information on grants, scholarships, grants-in-aid, loans, and student employment. For more information, call 784-4666, or visit their website at <http://www.finaid.unr.edu/>.

B. Student Advisement

Students who need academic advising should meet with their assigned advisors in their major departments. *Please do not counsel any students*, even if you are asked.

C. Professional Counseling

Professional counseling for students is available at the university free of charge. The Counseling Center is staffed by trained psychologists with experience in helping students with personal, career, and educational concerns. All sessions are confidential. The center is not connected to, nor does it report to, any academic or disciplinary agency on campus. Students may make appointments by visiting the center at the Thompson Building, TB 202, by phoning 784-4648. More information is available at their website, <http://www.unr.edu/stsv/ctc/>.

D. Tutorial Services

The Academic Skills Center provides free tutorial services for all undergraduates. The tutorial program is designed to supplement and complement the academic instruction a student receives in the classroom. Undergraduate students are eligible for tutorial assistance twice a week, once a week, or on an as-needed basis. Students seek tutorial assistance to improve their grades, refresh basic skills in a particular content area, learn course “attack” skills, alleviate test anxiety, and prevent problems before they occur.

For further information, go to the Academic Skills Center in the Thompson Building, TB 100, call them at 784-6801, or visit their website at: <https://studentdev.unr.edu/asc/students/>.

E. Other Services

The Center for Student Cultural Diversity, located on the 3rd floor of the Joe Crowley Student Union (JCSU), supports the larger University of Nevada, Reno mission to “reflect and respect the rich ethnic and cultural diversity of the citizens of Nevada in its academic programs, support programs, and in the composition of its faculty, administration, staff and student body.” The office helps promote recruitment and retention, as well as providing advising, scholarship and financial aid information, and career advising and referral. For more information, call 784-4936, or visit their website, <http://www.unr.edu/stsv/cscd/>.

The Office of International Students and Scholars, located in the Fitzgerald Student Services Building, SSB 120, provides assistance and guidance with regard to: admission to the University of Nevada, Reno for international students; cultural transition, intercultural understanding and training; policies, procedures, and regulations that pertain to the international student or scholar’s visa status; and federal laws pertaining to international students and scholars. For further information, call 784-6874, or visit their website, <http://www.unr.edu/oiss/>.

Career Development, located in the Thompson Building, TB 200, serves as a link between students and the professional community. Free services include reference books, a career library, vacancy files, and workshops. Phone 784-4678, or visit their website, <http://www.unr.edu/career/>.

Student Health Center, located in the Redfield Building, provides general outpatient medical care and related services for graduate and undergraduate students who pay the semester health fee. The clinic is open weekdays from 8:00 a.m. to 5:00 p.m. For further details, call 784-6598, or visit their website, <http://www.unr.edu/shc/>.

The Campus ID Card Office, located in the Joe Crowley Student Union, issues ID cards for students, faculty and staff (the “Wolf Card”). The card can be used for many services on campus, including campus dining, Lombardi Recreation Center, and the Knowledge

Center. For more information, call 784-4001, or visit the Wolf Card Program web page at: <http://www.unr.edu/vpaf/wolfcard/index.html>.

Residential Life, Housing and Food Service, located in Juniper Hall, provides lists of off-campus housing, roommates wanted, married student housing, and available residence halls with over-21 and quiet floors. For more information call 784-1113, or visit the Residential Life website, <http://www.reslife.unr.edu/>.

Veteran Services, located in the Thompson Building, TB 100, helps student veterans and their dependents that are entitled to federal and state education benefits arising from previous military service. For information, call 784-4700 option 5, or visit <http://www.unr.edu/stsv/veteran/>.

The Writing Center, located in E. J. Cain Hall, EJCH 206, works with students on writing projects from any class at any level of instruction. They will also help faculty design writing assignments linked to critical thinking and relevant to their courses. For more information, call 784-6030, or visit <http://www.unr.edu/cla/wc/>.

SECTION V: INSTRUCTIONAL SUPPORT SERVICES

V – A: Nell J. Redfield Learning and Resource Center (LRC)

The LRC, located in the William Raggio Building, WRB 1021, provides diverse media services. The media library contains resource files, audio tapes, filmstrips, study prints, film loops, slides, instructional kits, and computers. The graphics division offers dry mounting, laminating, transparencies, book binding, duplication, and lettering. For more information, call 784-4971, or visit <http://www.unr.edu/educ/lrc/>.

V – B: Multimedia Language Facility

The Department of Foreign Languages and Literatures has a Multimedia Language Facility located in E. J. Cain Hall, EJCH 250. Specialized software is available for language practice, and Spanish placement tests are administered. For more information, call 682-8907, or visit their website at <http://fillcomputerlab.googlepages.com/home>.

V – C: Teaching and Learning Technologies (TLT)

Teaching and Learning Technologies supports instruction and research at the University with multimedia technology services. TLT offers instructional design and faculty development, media design and production, media services, and telecommunications. For more information, call 784-6085, or visit <http://www.it.unr.edu/tlt/>.

The **Instructional Design** team provides guidance, support and resources to facilitate effective use of the web and other instructional media technologies to enhance instruction.

Media Design and Production provides classroom videotaping services, photographic services, video production services and interactive multimedia services.

Classroom Services provides technical support for “smart” classrooms, technology check-out and delivery services (laptops, projectors, camcorders, TV/VCR and TV/DVD setups, and portable audio systems), audio/visual support for special events, assistance with classroom computing, and technology consultation.

There is no charge for media equipment used on campus if it is used in direct support of university instruction or research. You should reserve the equipment well in advance of the time it will be needed and no later than 24 hours in advance. Equipment may be delivered to campus offices or checked out at the TLT office. Call 784-6085, option 1, for equipment loan.

V – D: University Libraries

The University of Nevada, Reno, libraries include the Mathewson-IGT Knowledge Center (the main facility) as well as the following science libraries. For more information, call or visit <http://www.library.unr.edu/>.

Desert Research Institute (DRI) Patrick Squires Library

DRI Northern Nevada Science Center

2215 Raggio Parkway

Reno, NV 89512

Phone: 674-7183

Web: <http://www.library.dri.edu>.

Savitt Medical Library

Pennington Medical Education Building (PMB).

784-4625 or visit their webpage at <http://www.med.unr.edu/medlib/>.

DeLaMare Library & Mary B. Ansari Map Library

Mackay Mines (MM)

Phone: 784-6945

Web: <http://www.delamare.unr.edu/>

Borrowing privileges are extended to all University faculty, staff, and students by means of their university ID cards. Library privileges for part-time faculty must be renewed twice a year, at the beginning of the Fall and Spring semesters, when contracts are renewed. Patrons may borrow reserve books for varying lengths of time depending upon their classification: library use only; two-hour books; 24-hour books; three-day books; or seven-day books. Part-time faculty may borrow books (subject to recall) for an entire semester, with return dates of December 15, May 15 and August 15. Browsing books (recently published books on topics of current interest) may be checked out for a period of two weeks.

V – E: Rental Vehicles

To arrange for vehicles for off-campus transportation for research or class field trips, see the State of Nevada Purchasing Division's website for information on rental cars: http://purchasing.state.nv.us/pur_info/car_rental.htm. Your department's administrative staff should be able to help with these arrangements.

V – F: Computer Support, Computer Labs, Multimedia Center

The **Research Computing Help Desk**, located on the second floor of the Mathewson-IGT Knowledge Center, offers computer support to faculty, staff, and students.

@One, on the first floor of the Knowledge Center, offers advanced software, technologies, and expert staff to assist with class projects. Information is at: <http://www.knowledgecenter.unr.edu/>.

The **Multimedia Center** offers music CDs, films, videos, and language instruction CDs for student and faculty use. The center can also arrange room reservations for group study, presentations, video/DVD screenings, teleconferences, and instruction. For more information visit their website:

<http://www.knowledgecenter.unr.edu/depts/multimedia/Default.htm>.

For more information, call or visit the Computing page at the Knowledge Center's website: <http://www.knowledgecenter.unr.edu/>.

SECTION VI: RESEARCH SUPPORT

All of the research support offices at the University of Nevada, Reno, encourage faculty engaged in pure or applied research to contact them for help. The most common advice given by research support staff is simply to give yourself plenty of time. Be thorough and concise. Prepare your materials far enough in advance to allow superiors to review and sign them before they are submitted to any of these offices.

VI – A: Office of Sponsored Projects

There are several research support services on campus. Those seeking funding for research should start with the Office of Sponsored Projects (OSP), located in Ross Hall, RH 204, 784-4040. SPA handles all pre-award transactions on grants and contracts. Call them for advice on locating funding sources and preparing a budget. You must have your funding or grant proposal reviewed and signed by an OSP representative *before* the proposal is sent to the sponsor. OSP asks for a minimum of two days for review of paper proposal submissions, and a minimum of five days for electronic submissions. If you are awarded money, OSP will administer the award. For more information, visit their website at: <http://www.unr.edu/ospa/>.

VI – B: Office of Grants and Contracts (GC)

Once your award is agreed to and signed, it will go to the Office of Grants and Contracts (GC), Ross Hall, RH 204A, 784-4312. They will set up an account for your research project according to the budget mandated in the award.

Website: http://www.howler.unr.edu/grants_contracts/

VI – C: Office of Human Research Protection (OHRP)

If your research involves the use of humans as subjects, you must submit a research protocol to the Office of Human Research Protection, Ross Hall, RH 205, 327-2368, to be reviewed by an Institutional Review Board (IRB). For more information, visit their website, <http://www.unr.edu/ohrp/>.

If your research involves animals as subjects, you must submit a research protocol to Lab Animal Care Services, Nellor Biomedical Sciences, NBS 340, 784-4874. This office reviews research to ensure the ethical and humane use of animals as research subjects.

VI – D: Technology Transfer Office (TTO)

If your research might develop some new technology or device, contact the Technology Transfer Office (TTO), Ross Hall, RH 218, 784-4421. TTO specializes in obtaining patents and protecting intellectual property for University researchers. Visit their website, <http://tto.nevada.edu/>.