The purpose of this handbook is to support students holding Graduate Teaching Assistantships (GTAs) in the Department of Chemistry and Biochemistry. By having accurate information about departmental policies, procedures, and resources each GTA will be able to contribute to the smooth, efficient, and effective delivery of the department’s teaching mission. The contents of this handbook will be modified as necessary to reflect changes in policies and procedures at the departmental, collegiate, campus or system levels. Every effort will be made to communicate these changes in a timely way.

The Department maintains an extensive website for graduate students at http://www.d.umn.edu/chem/graduates/. You are encouraged to become familiar with this site. This handbook is available electronically at this website.

Please note: All information (at policies, procedures, resources) pertaining to the completion of a graduate degree is found at http://www.d.umn.edu/chem/graduates/policy.html
UNIVERSITY OF MINNESOTA DULUTH
SWENSON COLLEGE OF SCIENCE AND ENGINEERING

EMERGENCY CONTACTS TELEPHONE POSTING

Laboratory/Service Area Information

Department: Chemistry & Biochemistry
Room: 246 Chemistry Building

Supervisor Name: Bilin Tsai
Research Safety Officer: Randall Helander (Chem 311)
Research Safety Officer: Greg Mielke (SSB 241)

Phone: 726-7220
Phone: 726-7858
Phone: 726-8308

Campus-wide Emergency Coordinators

<table>
<thead>
<tr>
<th>Name</th>
<th>Work</th>
<th>Home</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andrew Kimball</td>
<td>726-6764</td>
<td>724-1405</td>
</tr>
<tr>
<td>Laura Lott</td>
<td>726-6917</td>
<td></td>
</tr>
</tbody>
</table>

Alternate Contacts (Emergency Only):
Pager 1: (612) 680-1599
Pager 2: (612) 680-1545

Other Important Campus Emergency Numbers

Spill Response Team
Andrew’s Cell Phone: (763) 226-7011

<table>
<thead>
<tr>
<th>Service</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Utility Problems – Facilities Mgmt. Dept.</td>
<td>726-8262</td>
</tr>
<tr>
<td>After Hours (4:30pm – Midnight)</td>
<td>726-8147</td>
</tr>
<tr>
<td>UMD Health Service</td>
<td>726-8155</td>
</tr>
</tbody>
</table>

Off-Site Emergency Numbers

<table>
<thead>
<tr>
<th>Service</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fire Department</td>
<td>911</td>
</tr>
<tr>
<td>Police Department</td>
<td>911</td>
</tr>
<tr>
<td>Minnesota State Duty Officer</td>
<td>(800) 422-0798</td>
</tr>
<tr>
<td>National Response Center</td>
<td>(800) 424-8802</td>
</tr>
<tr>
<td>St. Mary’s Hospital Poison Control Center</td>
<td>(800) 222-1222</td>
</tr>
<tr>
<td>St. Luke’s Hospital Urgent Care Center</td>
<td>(218) 249-6095</td>
</tr>
</tbody>
</table>

Location of Emergency Response Equipment

- Fire Extinguishers: Located in ALL research labs and in the hall on ALL floors.
- Fire Alarm: Pull Stations located in ALL hallways and near exit stairways of ALL floors.
- Spill Control Equipment: CHEM 304
- First Aid Kit: CHEM 304/306
- SSB 141

This list MUST be posted near telephone in laboratories, shops and areas where hazardous waste is handled or stored.

This list will serve both OSHA and EPA/MPCA Emergency Telephone Posting Requirements

Updated 7/14/14
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I. WELCOME

The faculty and staff welcome you to the Department of Chemistry and Biochemistry. You have been admitted to graduate school on the basis of your academic record, chemistry background and letters of recommendation. We are committed to providing you with the coursework and research opportunities that will enable you to earn a master’s degree in chemistry on which to base further education and a productive career. While you are here you will play an important part in our teaching and research mission.

As a Graduate Teaching Assistant (GTA), you will instruct in our undergraduate laboratories and discussions, grade and evaluate your students, and carry out other instruction-related duties. This is an opportunity for you to enhance your professional experiences and abilities. You will find teaching challenging, interesting, fun, and an excellent way to strengthen your chemistry and biochemistry knowledge, reinforce your laboratory techniques, and improve your communication and organizational skills.

Dr. Bilin Tsai, Department Head, is your supervisor and has the following responsibilities with respect to your GTA appointment: hiring, evaluation, reappointment, termination, and assignment of duties and workload. A 50% GTA appointment requires 20 hours of work per week for the department. These 20 hours are broken down into actual “contact” hours (i.e., hours you spend teaching in the laboratory or classroom), office hours, preparation time, grading, TA meetings, proctoring exams, grade book management, etc. If you have any questions about your GTA appointment, please see Dr. Tsai.

When you are assigned to a course, the course instructor will be your immediate supervisor in terms of material to be taught, grading, TA meetings, lab revisions, etc.

The department has a number of policies and procedures that you need to know and follow. These were adopted to achieve effectiveness, efficiency, and excellence as we carry out our teaching and research mission. You are responsible for adhering to these policies and procedures during your appointment in the department.

Additional information and University policies relevant to your role of Graduate Teaching Assistants at UMD can be found at:
http://www.d.umn.edu/grad/pdfs_docs/Graduate%20Teaching%20Assistant%20Handbook%201-12.pdf
II. INSTRUCTION

Graduate Teaching Assistants are an integral part of the departmental instructional staff, along with faculty and instructors. All University of Minnesota employees are required to know and abide by the UM Board of Regents Code of Conduct (Appendix I or A.I). The policy on Teaching and Learning (A.II) articulates your responsibilities for teaching and your students’ responsibilities for learning. First and foremost, the department expects you to conduct yourselves professionally at all times when you work with students. As a member of the instructional staff, you are in an authority position with respect to your students because your judgment and evaluation of their work will directly affect their course grade. Therefore, you should not form personal relationships with your students which extend beyond your professional role as a teaching assistant. Secondly, the University of Minnesota has strict policies against sexual harassment and discriminatory actions based on race, ethnicity, sexual orientation, etc. Professional conduct requires that each of us acts and speaks in a manner that fosters critical thinking, learning, and equitable and respectful participation of all of your students. Actions and comments that are discriminatory or derogatory are not acceptable in our classrooms. (A.III, IV, V).

UMD is on the semester system, with 15 weeks of instruction followed by a week of final exams. The academic calendar is available on the UMD web site (http://www.d.umn.edu) under Events: Campus Calendars: Academic.

Absence from Class

Teaching assistants are responsible for meeting their assigned classes. Occasionally there are circumstances that might prevent this. Some are known in advance (e.g. attendance at a professional meeting, visits to other campuses) and others are unexpected (e.g. illness, family emergency). When you know in advance that you will miss class, you should make appropriate arrangements for someone to cover your classes and inform the course instructor. GTAs can usually switch with another GTA in these situations. If your absence is unexpected, please immediately call AND email Neil Weberg (nweberg@d.umn.edu, 726-8600), Dawna Carlberg (dcarlberg@d.umn.edu, 726-7979) or the main department line (726-7212) and your instructor so that arrangements can be made to cover your class.

Appointment

The 50% GTA is a nine-month appointment from late August through late May (actual appointment dates will vary slightly; please refer to your GTA offer letter for your appointment dates). You are expected to meet all of your instructional obligations during this period, including final exam week and the semester break. During final exam week and the semester break, you will be completing your grading obligations, proctoring final exams, summarizing and submitting your grades according to the course instructor’s instructions, turning in textbooks you will not need during the following semester, checking out textbooks for the next semester’s assignments, and contacting the instructor for the next semester to see what he/she wants you to do prior to the beginning of the next semester. (A.VI, VII, VIII, IX)
Academic Integrity

All UMD students are expected to adhere to the UM Board of Regents Policy on Academic Integrity which strictly forbids cheating, plagiarizing, turning in work done by others, etc. If you suspect cheating during an exam or quiz, or have evidence of plagiarism, notify the course instructor. (A.X)

Class Lists

You, the course instructor, or departmental staff will generate your class list(s) on the first day of classes each semester, using UM Reports (http://www.umreports.umn.edu/). Do not check anyone into lab until they are officially registered (i.e., on the class list). If a student wants to register for your lab, s/he must first meet with the course instructor to get an override number. After s/he registers, you may check the student into lab.

Classroom Environment

Teaching assistants are responsible for creating a classroom environment that fosters learning, thinking and equitable participation by all students. Efforts to promote non-discriminatory behavior, language, materials and discussion are encouraged and supported. (A.XI)

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) is a federal law that is intended to protect the rights of students and to ensure the privacy and accuracy of educational records. As a Graduate Teaching Assistant, you may have access to certain student educational records (grades, student IDs, disability status, etc.); which must be kept confidential. Do not put graded papers and lab reports in public places for students to pick up. Work should be handed back in lab or discussion and not left unattended. Please consult (A.XII) for additional information on FERPA requirements.

Grading

Each TA is responsible for grading lab reports, homework, quizzes, and exams in a manner that is consistent, equitable, and clear. In addition, work should be graded and returned in a timely manner so students are aware of their course progress, but unable to learn the grades of other students.

Laboratory

This section includes information about laboratory policies, procedures and practices. You are responsible reading and implementing these practices.

Policies and Procedures

The policy of the university and the department prohibits food and drink in all laboratories. Microwave ovens in labs are for lab materials only. In addition, you may not use the waste containers in the labs for disposing of food/drink containers. Your students must dispose of these items outside of the lab before they enter the lab. (A.XIII)
Checking into Lab
Teaching assistants are responsible for checking students into lab. In the larger classes (general, organic and quantitative analysis), several students will be dropping or adding courses or changing lab sections during the first two weeks of class. To avoid having to check students into and out of one laboratory drawer and then into another, teaching assistants should not check any student into lab unless they are actually registered (i.e., on the class list). Students who are trying to get into your lab section must register first and then check into lab. Contact the stockroom first if there are any issues or concerns.

Making up a Laboratory
A lab experiment may be made up the week the experiment is missed or the week following the missed experiment. Policies on making up labs are course instructor and/or course/lab dependent so rules of make-up labs should be specifically discussed the first week. The student must see the course instructor to schedule a make-up time. This must be done at least 24 hours prior to the scheduled make-up lab. This needs to be communicated to the students. Please see Lab Makeup Policy (A.XIV).

Checking out of Lab
Students must check out with their TA and return the drawer key to the stockroom during the last week of the semester. Failure to check out by the end of final exam week will result in fees to the student of $20.00 per lock to change the locks, $35.00 to check him/her out of the lab drawer, plus any stockroom charges incurred during the semester. See the Chemistry and Biochemistry Department Policy for Stockroom Charges (A.XV).

Borrowing Equipment
Students must have a picture ID (UCard, drivers’ license, etc.) to check out anything from the stockroom. If any items are missing or damaged in any way, the student will be held accountable and charges will be deducted from his/her UCard or billed to the student’s account.

Needs of Students with Disabilities
UMD is a handicapped-accessible campus which encourages students with physical disabilities to enroll in our programs. Disability Services provides services for these students and information for faculty and staff. Disability Services has published a booklet entitled Access for Students with Disabilities. You are responsible for the contents of the UM Board of Regents Policy on Disability Services (A.XVI).

Office Hours
Teaching assistants with 50% time GTA appointments are required to maintain two office hours each week during regular work hours (8-4:30) in SSB 121. For safety and security reasons, you are not to hold your office hours in your research lab or in the GTA offices. You may hold office hours in appropriate instructional lab, pending instructor AND stockroom approval. Your office hours should be communicated to your students and to the office staff so they can post them. It is very important that you keep your office hours.
SSB 121 is an office hour/study room for chemistry students. There are a number of textbooks on the shelves for student use. These are books that faculty no longer require so you and your students are welcome to take or borrow them as needed.

Excused Absences

Students are expected to attend all scheduled classes (labs, discussions and lectures). There are two policies that govern the circumstances under which student absences are excused and, therefore, students must be allowed to make up the work. These circumstances are presented in A.XVII and A.XVIII. The former includes subpoenas, jury duty, military duty, religious holidays, illness, bereavement for immediate family, and participating in NCAA varsity athletics. The second provides additional information about excused absences for religious holidays.

Student Complaints

Students are instructed to express their concerns about the lab instructions, content, safety and other issues to the GTA in charge of the lab. If the issue is not resolved, the student should bring the matter to the attention of the course instructor. Issues that are not settled should be discussed with the department head.

Student Opinion Survey

Towards the end of the semester, your students will be asked to evaluate your performance using a standard survey form (A.XIX). When the results are available, the department head will meet with you individually and discuss them. In addition, the department head will ask course instructors for their evaluation of your performance. These evaluations provide helpful feedback to you and are used to inform future employment decisions. They become part of your file.

Teaching Assignment

Towards the end of the fall semester, you will be asked to provide your class schedule for the following semester and any other requests you want us to consider as we determine the spring teaching assignments.

Textbooks

Teaching assistants are issued departmental copies of the required textbooks and related materials for the course(s) to which they are assigned. You are responsible for turning these materials in to Jill Custer at the end of the course.

Tutoring

The Tutoring Center (Library 250: Learning Commons, second floor) provides free tutoring services to students in general and organic chemistry. The tutors have completed the courses for which they tutor and have a specified minimum GPA. The tutors are trained and are available several hours each week. The Tutoring Center publishes a semester tutoring schedule.
III. DEPARTMENTAL STAFF

The department staff members are hard-working, knowledgeable, and highly valued members of the department. Please submit all requests in writing for work, chemicals, equipment and purchases to the appropriate individual. Include the budget number to be charged for purchases (see your research advisor).

Clerical Support is provided by Dawna Carlberg (Executive Secretary), Jill Custer and Carrie Misuraco (Principal Office & Administrative Specialists), Chem 246.

Dawna: Office manager and supervisor, faculty and staff searches, payroll and appointment documents, visas for international faculty and staff, curriculum, class scheduling, teaching assignments.

Jill: Textbooks and lab packets, keys for Chem & SSB buildings, instructional support, supply orders, time sheets, assistant to Director of Graduate Studies, new graduate student orientation, Student/Staff Mid-semester Orientation & Training Program, Summer Undergraduate Research Program, Spring Undergraduate Research Symposium and Senior Banquet.

Carrie: Receptionist, Seminar Program, Honors Program, Awards Program.

Laboratory and Instrumentation Support is provided by Greg Mielke (Laboratory Services Coordinator), SSB 241, Neil Weberg (Senior Laboratory Services Coordinator), SSB 241, and Randall Helander (Senior Laboratory Services Coordinator), Chem 311.

Greg: Preparation of chemicals for instructional labs, hazardous waste disposal from instructional labs, chemical inventory, support lab demonstrations, lab development and lab safety.

Neil: Stockroom services in Swenson Science Building, computer/equipment repair, maintenance and inventory.

Randall: Chemistry Building stockroom and prep room, safety officer, hazardous waste liaison, operation, training and maintenance of GC, GC/MS and NMR systems, maintenance and repair issues for Chemistry Building instructional lab equipment and spectrometers, Chemistry Building liaison with Facilities Management for repairs and maintenance issues and requests.

Purchasing and Grant Support is provided by Patty Sutliff Opoien (Accountant), Chem 132.

Patty: Purchasing, accounting and grant support, budget manager, travel and expense reimbursements.

If you are instructed to order supplies or chemicals for any of the research labs you will fill out the form in A.XX. Each form must be completed in full and must have a chartstring that can be provided to you by the PI, must contain a detailed description of what the item will be used for, must be signed by the PI. Turn the completed form into the Chemistry Accountant, Patty Sutliff-Opoien, in Chem 132.
IV. DEPARTMENTAL RESOURCES

As employees of the university, you have a responsibility to use departmental resources conservatively and efficiently. In addition, all employees should treat your office and laboratory spaces with respect and care.

Email

Email is the official form of communication at UMD and you must check your email regularly (at least daily). All departmental and university announcements and requests for information are communicated via email. You may use the Graduate Student Computer Lab (SSB 240) or any of the terminals in the campus labs set up for basic computer access (e.g. email and internet access).

Graduate Student Computer Lab

The department maintains a Graduate Student Computer Lab in SSB 240 with eight computers and two networked laser printers. Only chemistry and biology graduate students are allowed to use these computers for activities related to coursework, chemistry Plan B papers and research. These computers are not for personal use.

Only authorized software will be installed onto these computers. Unauthorized software will be deleted. If you want to have software purchased and installed on these computers, your research advisor should make a request to the department head.

Graduate Student Offices

There are four graduate student offices: SSB 184, SSB 284, SSB 229 and SSB 231. These offices are provided with locking desks, office supplies and a phone for your convenience. In addition, SSB 231 has a microwave and refrigerator. Each of you is responsible for keeping these offices and the appliances clean. Do not hold office hours in the graduate student offices.

Ice/Dry Ice

Ice is available in Chem 112 and SSB 133A, 226 & 242. There is a dry ice machine in Chem 112. Your research advisor has the key and can show you how to use the machine. Randall Helander can also provide assistance in making dry ice blocks in the Chemistry Building.

Mail

Each graduate teaching assistant is assigned a mailbox located on the second floor of the Chemistry Building. You should announce to your students that they can turn in work to your mailbox. The faculty and staff also place materials in your box, including mail, telephone messages and university communications. You should check your mailbox regularly (at least daily).
Office Supplies

The department will provide the supplies you need for teaching your courses. Since these are locked up in the departmental office, you need to ask one of the office staff for office supplies.

Photocopying

Graduate students have access to the photocopier in Chem 242. This is for professional use only. Personal copying can be done in the Library or Kirby Student Center.

Copyright laws must be strictly followed (e.g., photocopying textbooks is a violation of the copyright law).

The department cannot afford to allow TAs to distribute worksheets in discussion or in lab. While it is clear that students like these handouts, in General Chemistry I alone over 600 sheets of paper would be used each week. You are encouraged to use email attachments, computer projectors and/or transparencies. The department will provide transparencies.

You are responsible for paying for copies of your thesis.

Stockrooms

There are two stockrooms in the department: Chem 306 services labs in the Chemistry Building and SSB 137 services labs in the Swenson Science Building. They are to be accessed by stockroom personnel ONLY. Ask for assistance from worker on duty, Neil or Randall.

Telephone

You may give the departmental phone number (218-726-7212) as your work number. The office staff will place phone messages in your mailbox.
V. SAFETY AND SECURITY

Safety is a priority in the Department of Chemistry and Biochemistry. We have a special responsibility in this area because of the chemicals housed in our buildings. You are responsible for maintaining a safe environment in your labs by making your students wear safety goggles, clean up spills, dispose of waste properly, cover reagent containers, and keep the lab clear of waste paper and other materials. Developing good safety practices is an essential part of your education as a chemist and biochemist.

Neil Weberg has prepared a safety checklist to help you make sure the labs are clean and orderly during and after lab. He and his staff monitor lab cleanliness and will follow up with the responsible TA about labs that fall below safe standards. If you or your students open a window in the lab, you must make sure that it is closed and locked before leaving the lab. Finally, you must lock the lab and turn the fan speed down at the end of the lab period.

You need to attend immediately to all emergency situations that occur in your laboratory.

Levels of Incidents
**The Department (through the stockrooms) will be notified of all incidents.**

I – Small cut or scrape: Student can take care of it themselves with provided first aid materials from the stockroom. No help needed; No Report required.

II – Larger cut, scrape or burn; small splash to face or eyes; feeling ill: Stabilize student and notify stockroom ASAP. Lab partner will escort student to Health Services for further care/treatment. Incident Report (from Greg or Randall) required. Experiment can be made up later that week, the following week, or data can be shared as per the instructor.

III – Major cut, scrape, burn; splash in eyes; fainting (any at all!): Stabilize student and notify stockroom ASAP. Stockroom will call 911. Incident Report (from Greg or Randall) required. Experiment can be made up later that week, the following week, or data can be shared as per the instructor.

If the incident requires that the T.A. or stockroom provide any aid, the student must be seen by a medical professional, i.e. Health Services or 911, and an incident report is required.

The T.A. will notify the appropriate instructor after the initial steps are taken so all will have knowledge of the incident.

Please lock your research labs and offices when no one is in them. We have had thefts in the buildings, including personal items like purses, as well as equipment and chemicals. We need to be particularly careful not to allow chemicals and solvents to be accessible to unauthorized individuals.
Eye Protection and Proper Laboratory Attire

The Department of Chemistry and Biochemistry designates areas and activities that require eye protection. Laboratory work in all laboratory courses requires eye protection. Where risk of a chemical splash exists, coverall goggles may be necessary. Additional personal protection is afforded by face shields. Please refer to the Department of Chemistry and Biochemistry Policy on Eye Protection (A.XXI) for detailed requirements.

You are responsible for ensuring that students working in the laboratory wear proper attire (no sandals, shorts and short skirts). A copy of a January 9, 2009 memo from the Department Head regarding laboratory attire is describes this safety policy. (A.XXII)

Make sure that you and your students wear goggles when required.

Hazardous Waste Disposal

Please refer to the departmental policy on Hazardous Waste Control (A.XXIII).

The department must comply with all federal, state and university requirements for proper handling and disposal of hazardous waste. As a TA you are responsible for making sure all instructional waste is placed in the proper container. You need to explain to your students—clearly and firmly—the procedures for disposing of waste for each experiment (use blackboard or whiteboard). When you need additional waste containers or when waste containers are ready for removal from the lab, please notify one of the Lab Services Coordinators. Research labs are subject to the same hazardous waste handling and disposal requirements.

If you have questions related to the proper handling of waste you can also contact one of the Lab Services Coordinators.

Keys

You will be issued keys to the Chemistry and Swenson Science Buildings, instructional labs, Chem 242 (copier/workroom), graduate student office and computer lab, and your research lab as needed. You must turn in all keys issued to you at the end of your appointment. Lending your keys is strictly prohibited. If you lose a key, report it to the department office immediately, and file a Missing Key Report with the Campus Police. We cannot order replacement keys for you until this official report has been filed. A lost key may result in re-keying the entire building, a very expensive project.

For security reasons, the buildings are locked from 6:00 p.m.—7:00 a.m. on weekdays and all day on weekends and holidays. When you work early, late or on weekends, do not prop the building doors open. Do not let unauthorized individuals into the building. Anyone authorized to be in the building after hours should have his or her own key. If you invite guests into the building, they are under your responsibility and should leave when you leave. Your key privileges will be revoked if you are found violating any of these policies. (A.XXIV).
Safety Training

All student and non-student employees are required safety training in order to work in an environment involving chemicals. There are basically three requirements that everyone must complete:

1. Familiarize yourself with the Department of Chemistry’s Laboratory Safety Plan.
2. Complete three on-line safety tutorials for Environmental Health and Safety compliance requirements.
3. Date and sign the Department Record as having completed the requirements.

Complete information and instructions for fulfilling these requirements are outlined in Appendix (A. XXV).

You cannot gain access or work in a laboratory until these requirements are completed.
APPENDICES
STUDENT CONDUCT CODE

SECTION I. GUIDING PRINCIPLES.

(a) The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University.

(b) The University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

(c) The University is dedicated to responsible stewardship of its resources and to protecting its property and resources from theft, damage, destruction, or misuse.

(d) The University supports and is guided by state and federal law while also setting its own standards of conduct for its academic community.

(e) The University is dedicated to the rational and orderly resolution of conflict.

SECTION II. SCOPE.

This policy applies to all students and student organizations at the University of Minnesota (University), whether or not the University is in session.

SECTION III. DEFINITIONS.

Subd. 1. Academic Environment. Academic environment shall mean any setting where a student is engaged in work toward academic credit, satisfaction of program-based requirements, or related activities including but not limited to on line courses, learning abroad, and field trips.

Subd. 2. Campus. Campus shall mean all University premises, including all land, buildings, facilities, and other property owned, possessed, leased, used, or controlled by the University, and adjacent streets and sidewalks.

Subd. 3. Plagiarism. Plagiarism shall mean representing the words, creative work, or ideas of another person as one's own without providing proper documentation of source. Examples include, but are not limited to:

- copying information word for word from a source without using quotation marks and giving proper acknowledgement by way of footnote, endnote, or in-text citation;
- representing the words, ideas, or data of another person as one's own without providing proper attribution to the author through quotation, reference, in-text citation, or footnote;
- producing, without proper attribution, any form of work originated by another person such as a musical phrase, a proof, a speech, an image, experimental data, laboratory report, graphic design, or computer code;
• paraphrasing, without sufficient acknowledgment, ideas taken from another person that the reader might reasonably mistake as the author’s; and
• borrowing various words, ideas, phrases, or data from original sources and blending them with one’s own without acknowledging the sources.

It is the responsibility of all students to understand the standards and methods of proper attribution and to clarify with each instructor the standards, expectations, and reference techniques appropriate to the subject area and class requirements, including group work and internet use. Students are encouraged to seek out information about these methods from instructors and other resources and to apply this information in all submissions of academic work.\footnote{1

Subd. 4. Student. Student shall mean any person taking courses at the University or enrolled in a University program; any person participating as a student in University activities prior to the start of classes; any student who is not enrolled or registered for a particular term but has a continuing relationship with the University; any student who withdraws, transfers, or graduates after an alleged violation of the Student Conduct Code; and any already graduated student when the conduct at issue implicates the student’s University degree.

Subd. 5. Student Organization. Student organization shall mean any organization of students that is or has been registered as a University student organization under applicable University policies or procedures.

Subd. 6. University-Sponsored Activities. University-sponsored activities shall mean any program or event sponsored by the University, including but not limited to those sponsored by student organizations, or athletics.

SECTION IV. JURISDICTION.

Subd. 1. The Student Conduct Code shall apply to student conduct that occurs on campus or at University-sponsored activities.

Subd. 2. The Student Conduct Code shall apply to student conduct that directly relates to the University’s education, services, programs, or rules, including but not limited to scholastic dishonesty, hazing, violation of University rules, and falsification, whether the conduct occurs on campus or off campus.

Subd. 3. At the discretion of the president or delegate, the Student Conduct Code also shall apply to off-campus student conduct when the conduct, as alleged, adversely affects a substantial University interest and either:

(a) constitutes a criminal offense as defined by local, state, or federal law or ordinance, regardless of the existence or outcome of any criminal proceeding; or
(b) indicates that the student may present a danger or threat to the health or safety of the student or others.

\footnote{1 Portions used with permission from New York Institute of Technology and University of Texas, San Antonio.}
SECTION V. THE RESPONSIBILITIES OF DUAL MEMBERSHIP.

Students are both members of the University community and of the state. Students are responsible to the community of which they are a part, and they are responsible to the academic community of the University. By enacting its Code, the University neither substitutes for nor interferes with other civil or criminal legal processes. When a student is charged in both jurisdictions, the University will decide on the basis of its interests, the interests of affected students, and the interests of the community whether to proceed with its disciplinary process or to defer action. Determinations made or sanctions imposed under the Code will not be subject to change because criminal charges arising out of the same facts were dismissed, reduced, or resolved in favor of the criminal law defendant.

SECTION VI. DISCIPLINARY OFFENSES.

Any student or student organization found to have committed, attempted to commit, assisted or abetted another person or group to commit the following misconduct is subject to appropriate disciplinary action under this policy:

Subd. 1. Scholastic Dishonesty. Scholastic dishonesty means plagiarism; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, misrepresenting, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.

Subd. 2. Disruption of the Academic Environment. Disruption of the academic environment means engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach and/or a student's ability to learn.

Subd. 3. Falsification. Falsification means willfully providing University offices or officials with false, misleading, or incomplete information; forging or altering without proper authorization official University records or documents or conspiring with or inducing others to forge or alter without proper authorization University records or documents; misusing, altering, forging, falsifying, or transferring to another person University-issued identification; or intentionally making a false report of a bomb, fire, natural disaster, or other emergency to a University official or an emergency service agency.

Subd. 4. Refusal to Identify and Comply. Refusal to identify and comply means willfully refusing to or falsely identifying one's self or willfully failing to comply with a proper order or summons when requested by an authorized University official, by law enforcement personnel, or by emergency medical staff responding to an emergency.

Subd. 5. Attempt to Injure or Defraud. Attempt to injure or defraud means making, forging, printing, reproducing, copying, or altering any record, document, writing, or identification used or maintained by the University when done with intent to injure, defraud, or misinform.
Subd. 6. Harm to Person. Harm to person means engaging in conduct that endangers or threatens to endanger the physical and/or mental health, safety, or welfare of another person, including, but not limited to, threatening, stalking, harassing, intimidating, or assaulting behavior.

Subd. 7. Bullying. Bullying means aggressive behavior directed at another person, either in person or through electronic means, that causes stress or harm and that is repeated over time, including but not limited to assaulting, defaming, terrorizing, making obscene gestures, or invading privacy.

Subd. 8. Sexual Assault. Sexual assault means actual, attempted or threatened sexual contact with another person without that person's consent. Sexual assault is a criminal act that can be prosecuted under Minnesota state law, as well as under the Student Conduct Code and employee discipline procedures.

Subd. 9. Disorderly Conduct. Disorderly conduct means engaging in conduct that incites or threatens to incite an assault or breach of the peace; breaching the peace; obstructing or disrupting teaching, research, administrative, or public service functions; or obstructing or disrupting disciplinary procedures or authorized University activities.

Subd. 10. Illegal or Unauthorized Possession or Use of Weapons. Illegal or unauthorized possession or use of weapons means possessing or using weapons or articles or substances usable as weapons, including, but not limited to, firearms, incendiary devices, explosives, and dangerous biological or chemical agents, except in those instances when authorized by law and, where applicable, by proper University authority.

Subd. 11. Illegal or Unauthorized Possession or Use of Drugs or Alcohol. Illegal or unauthorized possession or use of drugs or alcohol means possessing or using drugs or alcohol illegally or, where applicable, without proper University authorization.

Subd. 12. Providing Alcohol to Minors. Providing alcohol to minors means directly or indirectly providing alcohol to anyone under the legal drinking age.

Subd. 13. Unauthorized Use of University Facilities or Services. Unauthorized use of University facilities or services means wrongfully using University properties or facilities; misusing, altering, or damaging fire-fighting equipment, safety devices, or other emergency equipment or interfering with the performance of those specifically charged to carry out emergency services; or acting to obtain fraudulently—through deceit, unauthorized procedures, bad checks, or misrepresentation—goods, quarters, services, or funds from University departments or student organizations or individuals acting on their behalf.

Subd. 14. Theft, Property Damage, or Vandalism. Theft, property damage, or vandalism means theft or embezzlement of, damage to, destruction of, unauthorized possession of, or wrongful sale or gift of property.

Subd. 15. Unauthorized Access. Unauthorized access means accessing without authorization University property, facilities, services, or information systems, or obtaining or providing to another person the means of such unauthorized access, including, but not limited to, using or providing without authorization keys, access cards, or access codes.
Subd. 16. Disruptive Behavior. Disruptive behavior means willfully disrupting University events; participating in a campus demonstration that disrupts the normal operations of the University and infringes on the rights of other individuals; leading or inciting others to disrupt scheduled or normal activities of the University; engaging in intentional obstruction that interferes with freedom of movement, either pedestrian or vehicular, on campus; using sound amplification equipment on campus without authorization; or making or causing noise, regardless of the means, that disturbs authorized University activities or functions.

Subd. 17. Hazing. Hazing means any act taken on University property or in connection with any University-related group or activity that endangers the physical and/or mental health or safety of an individual (including, without limitation, an act intended to cause personal degradation or humiliation), or that destroys or removes public or private property, for the purpose of initiation in, admission to, affiliation with, or as a condition for continued membership in a group or organization.

Subd. 18. Rioting. Rioting means engaging in, or inciting others to engage in, harmful or destructive behavior in the context of an assembly of persons disturbing the peace on campus, in areas proximate to campus, or in any location when the riot occurs in connection with, or in response to, a University-sponsored event. Rioting includes, but is not limited to, such conduct as using or threatening violence to others, damaging or destroying property, impeding or impairing fire or other emergency services, or refusing the direction of an authorized person.

Subd. 19. Violation of University Rules. Violation of University rules means engaging in conduct that violates University, collegiate, or departmental regulations that have been posted or publicized, including provisions contained in University contracts with students.

Subd. 20. Violation of Local, State, or Federal Laws or Ordinances. Violation of local, state, or federal laws or ordinances means engaging in conduct that violates a local, state, or federal law, or ordinance, including, but not limited to, laws governing alcoholic beverages, drugs, gambling, sex offenses, indecent conduct, or arson.

Subd. 21. Persistent Violations. Persistent violations means engaging in repeated conduct or action in violation of this Code.

SECTION VII. SANCTIONS.

Student and student organizations found responsible for disciplinary offenses under the Student Conduct Code are subject to sanctions. Factors to consider in determining appropriate sanctions include: the nature of the offense, the severity of the offense, the culpability of the student or student organization, the impact on other students or members of the University community, and the opportunity for student development. Separation from the University through suspension or expulsion is a serious sanction that may be appropriate for: repeated violations of the Code, for serious scholastic dishonesty, and for misconduct that constitutes a threat to community safety or well-being (including, but not limited to harm to person and sexual assault), or significantly disrupts the rights of others or the operations of the University. The following sanctions may be imposed upon students or student organizations found to have violated the Code:
Subd. 1. **Academic Sanction.** An academic sanction means a sanction affecting the course or academic work of the student for violation of Section VI, Disciplinary Offenses, Subdivision 1, Scholastic Dishonesty.

Subd. 2. **Warning.** A warning means the issuance of an oral or written warning or reprimand.

Subd. 3. **Probation.** Probation means special status with conditions imposed for a defined period of time and includes the probability of more severe disciplinary sanctions if the student is found to violate any institutional regulation during the probationary period.

Subd. 4. **Required Compliance.** Required compliance means satisfying University requirements, work assignments, community service, or other discretionary assignments.

Subd. 5. **Confiscation.** Confiscation means confiscation of goods used or possessed in violation of University regulations or confiscation of falsified identification or identification wrongly used.

Subd. 6. **Restitution.** Restitution means making compensation for loss, injury, or damage.

Subd. 7. **Restriction of Privileges.** Restriction of privileges means the denial or restriction of specified privileges, including, but not limited to, access to an official transcript for a defined period of time.

Subd. 8. **University Housing Suspension.** University housing suspension means separation of the student from University Housing for a defined period of time.

Subd. 9. **University Housing Expulsion.** University housing expulsion means permanent separation of the student from University Housing.

Subd. 10. **Suspension.** Suspension means separation of the student from the University for a defined period of time, after which the student is eligible to return to the University. Suspension may include conditions for readmission.

Subd. 11. **Expulsion.** Expulsion means the permanent separation of the student from the University.

Subd. 12. **Withholding of Diploma or Degree.** Withholding of diploma or degree means the withholding of diploma or degree otherwise earned for a defined period of time or until the completion of assigned sanctions.

Subd. 13. **Revocation of Admission or Degree.** Revocation of admission or degree means revoking a student's admission to the University or revoking a degree already awarded by the University.

**SECTION VIII. INTERIM SUSPENSION.**

The president or delegate may impose an immediate suspension on a student or student organization pending a hearing before the appropriate disciplinary committee (1) to ensure the safety and well-being of members of the University community or to preserve University property, (2) to ensure the student's own physical or emotional safety and well-being, or (3) if the student or student organization
poses an ongoing threat of disrupting or interfering with the operations of the University. During the interim suspension, the student or student organization may be denied access to all University activities or privileges for which the student or student organization might otherwise be eligible, including access to University housing or property. The student or student organization has a right to a prompt hearing before the president or delegate on the questions of identification and whether the interim suspension should remain in effect until the full hearing is completed.

SECTION IX. HEARING AND APPEALS OF STUDENT DISCIPLINE.

Any student or student organization charged with violation of the Code shall have the opportunity to receive a fair hearing and access to a campus-wide appeal. To safeguard the rights of students and student organizations, the president or delegate shall ensure that each campus has an appeals procedure to govern alleged violations of this policy. The appeals procedure shall provide both substantive and procedural fairness for the student or student organization alleged to have violated the Code and shall provide for resolution of cases within a reasonable period of time.

The appeals procedure must describe:

(a) grounds for an appeal;
(b) procedures for filing an appeal; and
(c) the nature of an appellate review.

SECTION X. DELEGATION OF AUTHORITY.

The president or delegate shall implement this policy, including publishing and distributing the Code and the procedures governing the student disciplinary process at the University.

Teaching and Learning: Instructor and Student Responsibilities

Effective: January 3, 2011
Last Updated: Approved by EPC on April 14, 2010; approved by Campus Assembly November 9, 2010; revised by the Teaching & Learning Committee March 12, 2014; approved by EVCAA May 6, 2014
Policy Owner: Academic Affairs

UMD is committed to providing a positive, safe, and inclusive place for all who study and work here. A central mission of the university is to educate students through the offering of courses and programs leading to the conferment of degrees. Teaching and learning at the university take place in a variety of educational settings including on-campus lecture halls and classrooms, laboratories, field sites, and online. Instructors and students have mutual responsibility to insure that the environment in all of these settings supports teaching and learning, is respectful of the rights and freedoms of all members, and promotes a civil and open exchange of ideas. Making hostile, threatening, discriminatory or disparaging remarks toward or about the instructor, other members of the class or groups of people will not be tolerated.

I. Instructor Responsibilities

A. Provide a respectful teaching and learning environment.
Instructors are responsible for establishing and maintaining a civil and productive learning environment. To this end, instructors should articulate classroom behavior expectations at the beginning of the term and reinforce them as necessary. Instructors are expected to take appropriate and immediate steps to curtail disruptive classroom behavior. Such steps may include speaking to the offending student, asking the offending student to leave the classroom, or calling 911. A guide to help instructors respond to behavioral disruptions is located at: http://www.d.umn.edu/vcaa/faculty_resources.html

B. Deliver a course that is consistent with the course proposal including the course description, content, objectives, and level.

C. Provide information about courses
1. Instructors are responsible for providing accurate and timely information about their courses to enrolled and prospective students and to the university community.
2. Instructors must provide a course syllabus to enrolled students during the first week of classes. This syllabus may be in written or electronic form and should contain information that students need to know in order to complete the course to the best of their abilities. The Syllabus Policy describes the required and recommended content of a syllabus (for example, course description and objectives, academic conduct expectations, attendance policy, special attendance requirements, university policies related to teaching and learning).
3. The instructor must inform the class in a timely manner if changes to the syllabus information are made.
4. Instructors are encouraged to update the Course Guide to help students make decisions about course registration.

D. Provide students with access to and feedback on their work
1. To help students achieve the course objectives to the best of their abilities, instructors are responsible for regularly evaluating student work, returning student work with clear and constructive feedback, and clarifying this feedback as needed. So that the student can benefit from this feedback, evaluations should be communicated to the student promptly.
2. Instructors are required to provide written feedback to their students by the end of the eighth week to enable students to assess their progress in the course prior to the deadline for withdrawing from the course at the end of the tenth week of the term.
3. Instructors are required to provide Mid-Term Alerts to students in their 1xxx- and 2xxx-level courses who are performing at the D, F, or N level. Instructors are encouraged to provide Mid-Term Alerts for students in other courses as well. The Mid-Term Alert website is open from the beginning of the sixth week of the semester through the end of the eighth week of the semester. Instructors are encouraged to provide Mid-Term Alerts as early in this period as possible.
4. Instructors must turn in grades within three business days after the final examination.

E. Comply with FERPA data privacy regulations
1. Instructors must be knowledgeable about and comply with regulations governing privacy of student information (FERPA). http://privacy.lib.umn.edu/pdf/real_ferpa.pdf
2. Instructors are responsible for maintaining security of student work including examinations both before and after exams are given.
F. Observe scheduled class times
Instructors are expected to meet their classes at the scheduled times, to be prepared for all class sessions, and to start and end classes at the scheduled times. When instructors know in advance that they will be unable to attend particular class sessions, they are responsible for working with their academic unit to make appropriate alternate arrangements. Instructors should notify their students when unanticipated illness or emergencies prevent them from conducting class (e.g. email, classroom notice).

G. Schedule and observe office hours and appointment times
Instructors shall post a reasonable number of office hours per week at a time convenient for students and shall be available during such hours for the purposes of consultation with students.

H. Report scholastic dishonesty
If a faculty member decides to take action and impose a sanction that affects a student’s grade, the violation must be reported to the UMD Office of Student and Community Standards (http://www.d.umn.edu/conduct/) responsible for investigating and adjudicating incidents of scholastic dishonesty.

I. Administer student evaluation according to UMD procedures
Instructors are required to administer summative student evaluations in their courses according to UMD Procedures (http://www.d.umn.edu/vcaa/evals/prot.html).

J. Adhere to the UMD Policy on Final Examinations: http://www.d.umn.edu/vcaa/FinalExams.html

II. Student Responsibilities

A. Meet course prerequisites
Students are responsible for meeting the course prerequisites prior to registering for a course unless they have permission from the instructor.

B. Be Informed of and meet all course requirements
Students are responsible for the information contained in the syllabus and for meeting all course requirements, observing all deadlines, examination times, and other course procedures.

C. Attend class
Students are expected to attend all meetings of their courses. Students must attend the first class meeting of every course (e.g. lecture, lab, discussion) in which they are registered unless (a) they obtain approval from the instructor before the first meeting or (b) they provide notice to the instructor they must miss class because of a recognized religious holiday. Otherwise, they may lose their places in class to other students.
Students are responsible for being on time and prepared for all class sessions.

D. Be informed of and abide by UM Board of Regents (UM BOR) and UMD policies
1. Students are responsible for conducting themselves in a manner that (a) is respectful of the instructor and other students in the classroom; (b) is civil in language, tone and behavior; and (c) is receptive to ideas and other points of view. The UM Board of Regents Student Conduct Code describes the behavior expectations of students and applies to all UM students: “Disruptive classroom conduct means engaging in behavior that substantially or repeatedly interrupts either the instructor’s ability to teach or student learning.”
Section V, Subdivision Two of the UM Student Conduct Code
http://www1.umn.edu/regents/policies/academic/Student_Conduct_Code.html

2. Students are required to do their own assigned work. If it is determined that a student has violated either of the following policies:
UM BOR Student Conduct Code: Scholastic Dishonesty
Section III Subd 1 http://www1.umn.edu/regents/policies/academic/Student_Conduct_Code.html
UMD Student Academic Integrity Policy http://www.d.umn.edu/conduct/integrity/Academic_Integrity_Policy.htm
he or she may be given an "F" or an "N" for the assigned work and /or the course, and may face additional sanctions from the University.
E. Other

1. Students are responsible for seeking academic help in a timely fashion.
2. Students who need disability accommodations are responsible for working first with UMD Disability Resources and then with the instructor at the beginning of the course.
3. Students who have concerns or complaints about a course should first meet with the instructor to articulate their dissatisfaction with and desired improvement in the course. If the issues are not resolved, they should meet with the department head. In unusual circumstances, the department head may be the first level of recourse.
4. Guests may not be brought to class without prior permission from the instructor.
SEXUAL HARASSMENT

SECTION I. SCOPE.

This policy governs the commitment to the prevention and awareness of and response to sexual harassment at the University of Minnesota (University).

SECTION II. DEFINITIONS.

(a) Sexual Harassment. Sexual harassment shall mean unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature when:

(1) Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic advancement in any University activity or program;

(2) Submission to or rejection of such conduct by an individual is used as the basis of employment or academic decisions affecting this individual in any University activity or program: or

(3) Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive work or academic environment in any University activity or program.

(b) Retaliation. Retaliation shall mean any form of intimidation, reprisal or harassment against an individual because the individual has made a report of sexual harassment or has participated in an investigation of sexual harassment by or of a University community member including:

(1) firing, refusing to hire, or refusing to promote the individual;

(2) departing from any customary employment or academic practice regarding the individual;

(3) transferring or assigning the individual to a lesser position in terms of wages, hours, job classification, job security, employment or academic status;

(4) informing another student, staff or faculty member who does not have a need to know that the individual has made a complaint or participated in an investigation of a complaint of sexual harassment;

(5) impeding the individual's academic advancement in any University activity or program.

(c) Member of the University Community. Member of the University community shall mean any University faculty member, student, staff member, visitor or other individual engaged in any University activity or program.
SECTION III. GUIDING PRINCIPLES.

The following principles shall guide the commitment of the University for the prevention and awareness of and response to sexual harassment:

(a) Consistent with its academic mission and standards, the University is committed to achieving excellence by working to create an educational, employment and residential living environment that are free from sexual harassment.

(b) The University is committed to preventing and eliminating sexual harassment of faculty, staff and students through education and by encouraging all members of the University community to report any concerns or complaints about sexual harassment.

(c) As a community of faculty, staff and students engaged in research, scholarship, artistic activity, teaching and learning or activities that support them the University seeks to foster an environment that is equitable, humane and responsible and where all members are treated with dignity and respect.

SECTION IV. IMPLEMENTATION.

The University shall:

(a) prohibit sexual harassment or retaliation.

(b) ensure that department heads, deans, provosts, chancellors, vice presidents, and other supervisors and managers take timely and appropriate action when they know or should know of the existence of sexual harassment. Other persons who suspect sexual harassment should report it to an appropriate person in their unit or to the University equal opportunity officer.

(c) adopt procedures on each campus for investigating and resolving complaints of sexual harassment in coordination with the director of equal opportunity and affirmative action.

(d) address violations of this policy through disciplinary or other corrective action up to and including termination of employment or academic dismissal.

SECTION V. MONITORING.

The president or delegate shall address complaints of sexual harassment consistent with this policy and law and remedy any discriminatory or harassing practice that deviate from this policy.

Supersedes: Sexual Harassment dated September 11, 1998
UNIVERSITY OF MINNESOTA DULUTH
OFFICE OF EQUAL OPPORTUNITY

INFORMATION ABOUT SEXUAL HARASSMENT

UMD Office of Equal Opportunity
269 Darland Administration Building
1049 University Drive
Duluth, Minnesota 55812-3011

Tel. 218-726-6827
TTY: 218-726-6115
FAX: 218-726-8827

The University of Minnesota is an equal opportunity educator and employer.

WHAT IS SEXUAL HARASSMENT?
Sexual harassment is...
• Unwelcome sexual advances;
• Requests for sexual favors; and
• Other verbal and/or physical contact of a sexual nature.
  WHEN...
• Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or status as a student.
  OR
• Submission to or rejection of such conduct by an individual is used as a basis for an employment decision or an educational decision affecting such individual.
  OR
• Such conduct has the purpose or effect of substantially interfering with an individual's work performance or academic performance.
  OR
• Creating an intimidating, hostile or offensive working or studying environment.

Sexual Harassment includes such things as...
• Sexually offensive language.
• Inappropriate remarks about someone's body, clothing or sexual activities.
• Indirect or direct pressure for sexual activity, with or without implied or directly stated threats.
• Inappropriate touching, patting, pinching, leering at or ogling someone's body.

Sexual Harassment can occur...
• Between men and women, but it can also occur between members of the same sex.
• Between people with different University status.
Harassment can take many forms, it can include...

- Verbal comments
- Physical contact
- Hate mail
- Phone calls
- Graffiti
- E-mail stalking, inappropriate use of the Internet

- Because power differences can occur in many kinds of relationships, should a charge of sexual harassment be brought against the person in the power position, a claim by the respondent that the relationship was mutually consented to in the past by the claimant does not constitute an acceptable prima facie defense for the respondent.

- Remember that conduct appearing to be welcome or tolerated in the eyes of one person may offend another, and could form the basis for complaint being filed.

WHAT SHOULD YOU DO?

1. Tell someone you trust, such as a friend or co-worker.
2. Write down everything you can remember about the harassment, including names of anyone who may have witnessed it.
3. If you feel you can do it, confront the harasser and say "NO. Don't do that again!" (If you are able to do this, make notes afterward about what you said and how the other person responded.)
4. If you don't feel you can confront the harasser, you can write her/him a letter stating what the offensive behavior was, when and where it happened, and that it must stop. Keep a copy of the letter, and send a copy to the harasser by registered mail.
5. If you have tried steps 3 or 4, or if you feel that you are unable to do either of them, tell your supervisor, your supervisor's manager, or directly contact the Office of Equal Opportunity, 269 Darland Administration Building, 218-726-6827. TTY: 218-726-6115.
6. Being a victim of harassment is a very disturbing experience. It can cause feelings of anger, confusion, and even guilt. Sometimes the person being harassed incorrectly feels responsible, thinks somehow if s/he had done something differently, it wouldn't have happened. These feelings are normal. The person being harassed is not to blame. There is help available for dealing with the distress of being the object of harassment.

Employees may contact St. Luke's Employee Assistance Program 24-hours a day, 365 days a year.
To make an appointment or for information: 1.218.249.7077 or 1.888.355.8495

- Students may contact the UMD Health Services at 218-726-6967 or 218-726-8155
- Women's Resource and Action Center at 218-726-6292
- Minnesota Department of Human Rights at 612-296-5663 or 1-800-657-3704

SEXUAL HARASSMENT IS ILLEGAL AND MUST BE REPORTED
RACIAL OR ETHNIC HARASSMENT WILL NOT BE TOLERATED AT THE UNIVERSITY OF MINNESOTA

WHAT IS THE POLICY OF THE UNIVERSITY OF MINNESOTA?

The University is committed to providing equal educational access and opportunity to all persons without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status or sexual orientation. As recently as September 7, 1995, the Board of Regents and President of the University reaffirmed this policy and renounced recent incidents of racial harassment.

WHAT CONSTITUTES RACIAL OR ETHNIC HARASSMENT?

- Using racial or ethnic slurs against a student, University employee or visitor to a University facility.
- Posting written or graphic material that is intended to be derogatory of a racial or ethnic group.
- Defacing signs or other property in a way that is intended to be derogatory of a racial or ethnic group.
- Sending mail or telephone communications that harass an individual because of the individual's racial or ethnic identity.

WHAT TO DO IF YOU ARE THE VICTIM OF OR WITNESS TO RACIAL OR ETHNIC HARASSMENT

It is very important to talk with someone about what you have experienced or observed. For instance, you might go to an advisor, residence hall staff person, faculty member, counselor, or UMD’s Coordinator of Equity Education and Services (Tel. 726-6961; Campus Location: 66 Campus Center). Any one of those persons can help you evaluate what happened and advise you about reporting procedures.

In addition, specific information about the incident is necessary for an effective investigation.

THE NEXT STEP . . .

Phone Call Guidelines

In order to assist the UMD Campus Police in investigating harassing phone calls, we have developed the following guidelines that would greatly aid in establishing the identity of the individual or individuals doing the telephoning.

- If you receive a voice mail message, do not erase the message -- save the message by pressing the 7 key on your campus telephone.
• Date and time the call occurred? If voice mail, press the 8 key on your phone while playing the message.
• What did the caller say?
• Did the caller ask for a specific individual?
• Were there any noises in the background that could be identified?
• Was the voice young, old, male, female; was there an accent?
• Did you recognize the person calling by voice?

E-mail and Document Guidelines

The following guidelines have been developed for the handling of documents. Document examination consists for the most part of side-by-side comparison of handwriting, typewriting and written or printed matter for identification. Consideration should always be given to treating documents for latent fingerprints. Therefore, please handle such documents as little as possible and forward all originals as soon as possible to the UMD Campus Police.

• Where was the document found?
• Who handled the document?
• Time of day the document was found?
• Date the document was found?
• Who found the document?

WHAT ACTIONS CAN BE TAKEN AGAINST A PERSON WHO COMMITS RACIAL OR ETHNIC HARASSMENT?

On the UMD campus all instances of racial or ethnic harassment should be reported to the UMD Office of Equal Opportunity (Tel. 726-6827 or 726-6849).

Student Conduct Code:

A student may be charged with harassment or threats and be subject to sanctions, including probation, suspension or expulsion.

Grievance Policy:

A student or employee may be charged under the Grievance Policy for a serious violation of University rules, regulations, policies, or established practices or of state or federal law. Sanctions may include removal, suspension or an involuntary leave of absence.

State Law:

Telephone calls made to harass a person because of the person's race or national origin is a crime under state law. Violators may be imprisoned for up to one year and fined up to $3,000. In addition, repeated harassment is a gross misdemeanor.
Federal Law:

Conspiring to threaten or intimidate a person in the free exercise of any federal right or privilege is a federal crime subject to ten years' imprisonment and a $10,000 fine. Willfully intimidating or interfering with a person because the person is attending a public college or participating in any state activity on account of the person's race or national origin is a federal crime subject to a year's imprisonment and a $1,000 fine. Using interstate communication -- such as the mails and telephones -- to threaten or injure a person is a federal crime subject to five years' imprisonment and a $1,000 fine.

WHOM SHOULD YOU CONTACT?

UMD Campus Police 287 DAdB  
Tel. 726-7000  
UMD Office of Equal Opportunity  
255 DAdB  
Tel. 726-6827 or 726-6849  
http://www.d.umn.edu/equaloo

To get immediate police assistance, call 911.
ADMINISTRATIVE POLICY

Graduate Assistant Employment

Policy Contents
- Policy Statement
- Reason for Policy
- Procedures
- Forms/Instructions
- Appendices
- FAQ
- Additional Contacts
- Definitions
- Responsibilities
- Related Information
- History

Effective Date: August 1984
Last Update: June 2009
Responsible University Officer:
- Vice President for Human Resources
Policy Owner:
- Manager - Student and Graduate Assistant Employment & Services and Regents Scholarship Program
Policy Contact:
- See Contacts Section.

Printed on: August 5, 2014. Please go to http://policy.umn.edu for the most current version of the Policy or related document.

POLICY STATEMENT

A system of graduate assistant employment provides graduate students academic employment in teaching, research, and administrative appointments. Graduate assistantships include the provision of tuition benefits, with the exception of summer sessions/terms where the provision of tuition benefits is at the option of the hiring department.

Scope

This policy governs the employment of graduate students in graduate assistant (GA) appointments at the University, and those employed in the Medical School in fellowship or resident graduate program appointments (job codes 9554 and 9559), as well as Dental Fellows (9553) and Legal Project Assistants (9538, 9539). Excluded from coverage are professionals-in-training (select 95xx job codes) and students employed under the Student Employment System.

Eligibility for Graduate Assistant Employment

Graduate students are eligible to hold a graduate assistantship if they are admitted to a graduate school degree program or post-baccalaureate professional degree program and are registered for the minimum number of required credits for an assistantship held during Fall or Spring terms.

Refer to Appendix: Eligibility for Graduate Assistant Employment for detailed information.

Graduate Assistant Tuition Benefits

Graduate assistant tuition benefits cover tuition and all or a portion of the University fee, according to the appointment percentage and the number of registered credits. Eligibility requirements and detailed provisions for graduate tuition benefits are found in Appendix: Graduate Assistant Tuition Benefits. Graduate assistants are responsible for payment of charges not covered by the GA tuition benefit, such as lab, installment, late charge, or late registration fees that are assessed and charged to the students’ account.

Resident Tuition Rate

In addition to tuition benefits, both current and former graduate assistants may be eligible to receive a non-resident tuition waiver. Retroactive requests for resident tuition rate reductions will not be considered beyond one academic year from the date of the semester in which the request is made. Graduate assistants whose appointment equals a minimum of 165 hours each semester are eligible to receive a non-resident tuition waiver (if applicable). Please note: Residency is determined at the time of admission. Refer to Appendix: Resident Tuition Rate for detailed information.

Classification and Pay

Classification

See Job Classification Descriptions for generic job descriptions of specific Graduate
For a complete listing of Graduate Assistant Classifications refer to Academic Job Codes and Titles.

For eligibility criteria and additional information for Advanced Masters, Ph.D. Candidate, and Graduate School Fellowship classifications, refer to Appendix: Criteria for Classification Series: Advanced Masters, Ph.D. Candidate, and Graduate School Fellowships.

Wage and Compensation

Graduate assistant appointments require monetary compensation. Neither course credit nor resident-rate tuition can be provided in lieu of paid work time. Graduate assistants are exempt from time-and-one-half overtime pay. In general, the title, rate of pay, percentage of time, and length of appointment may not be changed within a contract period. Refer to Appendix: Graduate Assistant Payroll and Taxes for specific information regarding time cards, paychecks, and taxability of GA tuition benefit.

Pay Ranges

Graduate assistant pay ranges are established each fiscal year by the University's central administration and approved by Board of Regents. Each GA is appointed to a rate of pay within this range. Compensation paid to GAs employed in the same or different departments may vary according to departmental criteria and must be monetary - neither course credit, resident-rate tuition, nor in-state tuition benefits can be substituted for GA pay. Refer to the current years Academic Salary Floors for pay range information.

Fellowship Stipends

Ranges for graduate fellowship stipends are established each fiscal year by the awarding collegiate unit, department, or academic program.

FICA Information

For a FICA exemption, a graduate student must register for a minimum of three credits OR one credit for Advanced Masters (8333) or PhD candidates (8444).

Refer to FICA Graduate Rules for more information.

Medical and Dental Coverage

The Graduate Assistant Health Insurance Plan, through Boynton Health Service, provides medical and dental coverage to eligible GAs working 196 hours during the official semester payroll dates. For information about eligibility or coverage, contact the Graduate Assistant Insurance Office at Boynton Health Service, 612-624-0627 or umaahbo@umn.edu.

Performance in a Graduate Assistantship

At the time of hire, GAs should be provided with an appointment letter that includes performance expectations. Annual performance evaluations should be conducted prior to the end of the appointment period. Substandard performance must be well documented and files relating to the substandard performance must be kept in the departmental office. Refer to the procedure, Handling Graduate Assistant Performance Issues.

Paid and Unpaid Leaves of Absence

Graduate assistants are eligible for paid and unpaid leaves of absence. Refer to Appendix: Paid and Unpaid Leaves of Absence for Graduate Assistants covering the types and provisions of leaves available.

Nonreappointment and Termination

A department may decide not to reappoint a GA on the basis of performance, lack of progress toward degree, budgetary constraints, or lack of need for the position. Where external funding is lost, the position may be terminated at the end of the current appointment, but not earlier.

A department may not terminate prior to the end of a current appointment for reason other than non-registration, fiscal emergency, just cause, or in accordance with non-reappointment terms of a Conditional Annual appointment.

Conflict Resolution

Refer to Board of Regents Policy: Conflict Resolution Process for Employees and the corresponding Administrative Policy: Implementing the Conflict Resolution Process.

Employment Work Rules
Refer to Appendix: Graduate Assistant Employment Work Rules for information covering (1) assignment and reassignment of duties, (2) non-native English speaking teaching assistants, (3) work hours, (4) work limitations, (5) breaks, (6) University holidays, and (7) official University closing.

REASON FOR POLICY

This policy implements Board of Regents Policy: Employee Group Definitions. A system of graduate assistant employment is provided by the University for the primary purpose of providing financial assistance to graduate students and secondarily, to offer academic and career development opportunities. Conversely, employment of graduate students in assistantships supports the University in providing assistance to departments in carrying out certain tasks for which they are responsible.

PROCEDURES

- Calculating Graduate Assistant Tuition Benefits
- Handling Graduate Assistant Performance Issues
- Hiring Graduate Assistants
- Obtaining Tuition Benefits for May and Summer Sessions/Terms

FORMS/INSTRUCTIONS

- UM 1654: May and Summer Sessions/Terms Request for Graduate Assistant Tuition Benefits (PDF)
- UM 1654: May and Summer Sessions/Terms Request for Graduate Assistant Tuition Benefits (DOC)
- UM 1655: Special Graduate Assistant Registration Tuition Benefits Status Request Form (PDF)
- UM 1655: Special Graduate Assistant Registration Tuition Benefits Status Request Form (DOC)

APPENDICES

- Budget Guide of Cost to Departments for Summer Term to Support GAs (XLS)
- Budget Guide of Cost to Departments Per Semester to Support GAs (XLS)
- Criteria for Classification Series: Advanced Masters, Ph.D. Candidate, and Graduate School Fellowships
- Detailed Tuition Benefits Calculations Guide for 9574 - Summer Session TA Appointments (PDF)
- Detailed Tuition Benefits Calculations Guide for Summer Term Appointments (PDF)
- Eligibility for Graduate Assistant Employment
- Graduate Assistant Employment Work Rules
- Graduate Assistant Payroll and Taxes
- Graduate Assistant Tuition Benefits
- Paid and Unpaid Leaves of Absence for Graduate Assistants (PDF)
- Resident Tuition Rate

FREQUENTLY ASKED QUESTIONS

There is no FAQ for this policy.

ADDITIONAL CONTACTS

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<th>Phone</th>
<th>Fax/Email</th>
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</thead>
<tbody>
<tr>
<td>Graduate Assistant</td>
<td>Graduate Assistant Employment</td>
<td>612-624-7070</td>
<td>612-625-9801 (fax)</td>
</tr>
<tr>
<td>Employment</td>
<td>Employment and Services (GAES)</td>
<td>660 WB08</td>
<td><a href="mailto:gaesinfo@umn.edu">gaesinfo@umn.edu</a></td>
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DEFINITIONS

Classification
A descriptive title given to a position or a group of positions of sufficiently similar mix or range of responsibilities or job duties.

Dependent Child
The employee's biological, adoptive, or foster son or daughter, a stepchild, or a legal ward of the employee or a child of a person standing in loco parentis who is under the age of 18, or 18 and older and incapable of self care because of a mental or physical disability as covered by their medical plan. The University's policy on domestic partners extends the definition of son or daughter to include those of registered same-sex domestic partners.

Fiscal Emergency
A drastic reduction in the University budget that has been officially recognized and declared by Board of Regents.

Just Cause
A ground for discipline and takes into account reasonableness, evidence of forewarning, investigation, proof, consistency, and equity.

Immediate Family Member - Bereavement Leave
(1) the spouse or domestic partner, (2) the employee's: (a) biological, adoptive, step, or foster child or ward; (b) parent or parental equivalent; or (c) sibling, and (3) the employee's spouse's or domestic partner's: (a) biological, adoptive, step, or foster child or ward; (b) parent or parental equivalent; or (c) sibling.

Immediate Family Member - Resident Tuition Rate
Spouse or registered same-sex domestic partner, children, or legal ward living in the household.

Registered Same-Sex Domestic Partner
Two persons of the same sex who are (1) engaged in a committed relationship and intend to remain together indefinitely; (2) unable to marry each other under MN law; (3) at least 18 years of age and have the capacity to enter into a contract; (4) are jointly responsible to each other for the necessities of life; (5) are not related by blood closer than permitted under MN marriage laws; and (6) registered as same-sex domestic partners with the University.

RESPONSIBILITIES

Responsible Administrator/Supervisor
- Classifies the work responsibilities appropriately.
- Has knowledge of the policies and procedures governing the Graduate Assistant employee group.
- Provides the GA details of the appointment (refer to the Human Resources Template Letter Library).
- Ensures appropriate documentation of approved leaves.
- Provides regular performance reviews.

GA Employee
- Is aware of the policies governing GA employment at the University.
- Understands expected performance standards.
• Board of Regents Policy: Conflict Resolution Process for Employees
• Board of Regents Policy: Employee Group Definitions
• Board of Regents Policy: Equity, Diversity, Equal Opportunity, and Affirmative Action
• Administrative Policy: Family and Medical - FMLA Leave
• Administrative Policy: Implementing the Conflict Resolution Process
• Administrative Policy: Language Proficiency Requirements for Teaching Assistants
• Administrative Policy: Military, Court Appearance, or Civic Duty Leaves
• Administrative Policy: Parental Leave for Academic Employees
• Academic Salary Floors [current year]
• Human Resources Template Letter Library

HISTORY

Amended:
July 2009 - Language added covering early termination of appointment for reason of fiscal emergency. Information regarding eligibility for graduate assistant employment, graduate assistant tuition benefits, resident tuition rate, and paid and unpaid leaves was moved to Appendices. General edits made for clarification and readability.

Amended:
March 2008 - Policy converted to the new University-wide format for administrative policies. The Administrative Policy: Graduate Assistant Employment supersedes any previous graduate assistant policies/handbooks. Language specific to bereavement leave was added.

Adopted:
August 1984 - Handbook for Graduate Assistants

Effective:
August 1984
APPENDIX TO POLICY

Graduate Assistant Employment Work Rules

Related Policy: Graduate Assistant Employment

Printed on: August 5, 2014. Please go to http://policy.umn.edu for the most current version of the Policy or related document.

- Rule 1 - Assignment and Reassignment of Duties
- Rule 2 - Nonnative English Speaking Teaching Assistants
- Rule 3 - Work Hours
- Rule 4 - Work Limitations
- Rule 5 - Breaks
- Rule 6 - University Holidays
- Rule 7 - Official University Closure

Rule 1. Assignment and Reassignment of Duties

Graduate assistants (GAs) may be assigned or reassigned to any teaching or other duties that are appropriate and meet the needs of the department.

Departments are expected to provide a minimum notice of four weeks for particular teaching assignments and two weeks for other duties, with the opportunity for teaching assistants to express preferences for assignments in advance of these notice dates whenever possible. It is expected that the same notices of courtesy that are extended to faculty in determination of teaching assignments and responsibilities will apply to teaching assistants.

Rule 2. Nonnative English Speaking Teaching Assistants

Administrative policy: Language Proficiency Requirements for Teaching Assistants requires that all nonnative English-speaking teaching assistants or prospective teaching assistants assigned to teaching, tutoring, or advising duties must:

- Take the SPEAK Test
- Score 55 or 60 on the SPEAK Test (TSE)

Rule 3. Work Hours

Departments may set limits on the total number of hours that a GA may work in a payroll period. Departments may set limits on the total number of semesters a student may be employed as a graduate assistant within their department.

Departments should accommodate student requirements including class and examination schedules, oral and written preliminary examinations, etc.

Rule 4. Work Limitations

A. Academic Year

Graduate programs are strongly encouraged to carefully consider student degree progress in making appointments during the academic year that exceed 75%-time, and colleges have the discretion to impose restrictions regarding such appointments. Colleges deciding to place restrictions should develop a set of implementation and exception request procedures. In no instances should graduate appointments total more than 100% time.

Federal law prohibits the University from employing GAs with F-1 or J-1 visa status more than 20 hours per week (50% time) during scheduled class periods and finals weeks. Exceptions exist for GAs who have been authorized for "practical or academic training". For a detailed calendar, see F1 and J-1 Visa Holder Maximum Hours Per Week.

B. Summer Terms/Break

During scheduled break periods and summer terms, GAs may work up to 100% time (40 hours per week). In no instance are GAs to work more than 100% time.
Rule 5. Breaks

Graduate assistants are entitled to a 15 minute paid break when work is scheduled for four consecutive hours. Paid lunch periods are provided.

Rule 6. University Holidays

Paid holidays will be recognized for:

- Graduate assistants on designated percentages of time: If an official holiday falls on a day of the week normally scheduled for work, the GAs will receive their regular paycheck and will not be required to make up the hours that fell on the holiday.
- Graduate assistants on flexible hourly payroll: GAs who work an average of ten hours per week or more will be compensated for un-worked time according to the following:
  - If work hours are fixed on a weekly basis, holiday pay will be provided if the holiday falls on the day of the week normally scheduled to work; OR
  - If the work schedule is variable, total hours for the week must be worked during the week.
  - Pay will be based on actual time worked.

University of Minnesota Holiday Schedule

Rule 7. Official University Closure

Graduate assistants (excluding those employed through Work Study) will be paid their normal salaries during an official emergency closing, but are expected to make arrangements to handle those responsibilities not carried out because of the emergency closing. Refer to Administrative Policy: Emergency Closing.
Graduate Assistant Health Plan

Welcome graduate assistants, fellows, and trainees to the Office of Student Health Benefits at the University of Minnesota! We are pleased to administer health benefits and enrollment for the University’s graduate assistants, fellows, and trainees.

On this website, you’ll find more information about the benefits available to you through the Office of Student Health Benefits. In order to make the most of your coverage, and to be sure that you are aware of deadlines, policies, and procedures that affect you, please review the information carefully.

Feel free to contact us with any questions. Our office looks forward to serving you!

Open Enrollment

Open enrollment for the 2014-2015 Graduate Assistant Health Plan (GAHP) is from August 1 to September 15, 2014. Eligible students need to enroll or re-enroll in the GAHP by September 15, 2014, or within 14 days of their appointment start date. Coverage is effective September 1, 2014 for new enrollees who met the enrollment deadline, or from the starting date of a qualifying appointment. If you miss the enrollment deadline, your coverage will begin on the date the Office of Student Health Benefits receives your forms. To learn more, visit our enrollment page.
Download the 2014-2015 GAHP Enrollment Packet


2014-2015 Quick Links

Plan Homepage
Medical
Dental
Enrollment
Summer Coverage
New Graduate Assistants
Current Graduate Assistants
Coverage After Your Position Ends
Notices
Forms
Frequently Asked Questions

Contact Us

Eligibility Questions
Office of Student Health Benefits
University of Minnesota
410 Church Street S.E., N323
Minneapolis, MN 55455
Phone: 612-624-0627 or 1-800-232-9017
Fax: 612-626-5183 or 1-800-624-9881
E-mail: umgahbo@umn.edu

Coverage Questions
HealthPartners
Phone: 952-883-7500 or 866-270-5434
Website

Dental Questions
Lake Superior Dental Associates
Phone: 218-728-6445
E-mail: info@lakesuperiordental.com
Website

On-Campus Health Care Questions
UMD Health Services
Phone: 218-726-8155
Website

Emergency Travel Assistance Questions
FrontierMEDEX
Phone: 1-800-527-0218
E-mail: info@medexassist.com
FrontierMEDEX Member Website

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- The University of Minnesota is an equal opportunity educator and employer
- Last modified on April 27, 2012
## Paid and Unpaid Leaves of Absence for Graduate Assistants

Graduate assistants are eligible for unpaid and paid leaves of absence to include the following:

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<tr>
<th>Type of Leave</th>
<th>Applies to</th>
<th>Specifics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bereavement Leave</td>
<td>Graduate assistants</td>
<td>At the discretion of the department, up to three workdays paid bereavement leave provided upon the death of an immediate family member. Leave granted for purposes of (1) attending the funeral services, ceremonies, and/or interment; (2) making necessary arrangement; (3) travel related to the death; and (4) bereavement time. Responsible administrators/supervisors are encouraged to make special arrangements to accommodate granting of this leave.</td>
</tr>
</tbody>
</table>
| FMLA                | Graduate assistants       | Generally do not meet the minimum eligibility requirements for FMLA. If FMLA requirements are met, GAs may be eligible for up to twelve week’s absence during a fiscal year for reasons of:  
  - The employee’s own serious health condition  
  - The serious health condition of an employee’s immediate family member; or  
  - Caring for a newborn or newly-placed adopted child or foster child.  
  Refer to the Administrative Policy: Family & Medical – FMLA Leave. |
<p>| Court Appearance or Jury Duty | Graduate assistants | Entitled to paid leave for jury duty. A copy of the court notice is to be provided to the responsible administrator/supervisor. If released early from jury duty by the court administrator, the GA is to return to work. Refer to the Administrative Policy: Military, Court, and Civic Duty Leave. |
| Military Leave      | Graduate assistants       | Entitled to fifteen days leave in a calendar year for active military duty; such leave falling within a paid appointment period will be with pay. Verification of notice to report for duty (including dates of leave) is to be provided to the responsible administrator/supervisor. Refer to the Administrative Policy: Military, Court, and Civic Duty Leaves. |
| Parental Leave      | Graduate assistants       | May be eligible for paid and/or unpaid parental leave. Refer to the Administrative Policies: Parental Leave for Academic Employees and Family &amp; Medical – FMLA Leave. |</p>
<table>
<thead>
<tr>
<th>Type of Leave</th>
<th>Applies to</th>
<th>Specifics</th>
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</thead>
<tbody>
<tr>
<td>Sick Leave</td>
<td>Graduate assistants (non-hourly appointment)</td>
<td>Up to 10 working days of paid sick leave are provided for occasional or serious illness or injury to the employee, their dependent child, or the dependent child of a registered same-sex domestic partner at the percentage of their appointment for each appointment year. Healthcare provider's certification may be requested by the responsible administrator/supervisor verifying inability to work.</td>
</tr>
<tr>
<td></td>
<td>Graduate assistants on an hourly pay appointment</td>
<td>Sick leave is unpaid except in the following circumstances: (1) work hours are fixed on a weekly basis, and the sick day falls on the day of the week normally scheduled for work; OR (2) the work schedule is variable with sick pay prorated for the work week.</td>
</tr>
<tr>
<td>Vacation Leave</td>
<td>Graduate assistants</td>
<td>Not eligible for paid vacation leave.</td>
</tr>
<tr>
<td>Voting Leave</td>
<td>Graduate assistants</td>
<td>Graduate assistants are eligible for a paid leave of absence to vote in any state-wide general election or state-wide primary election, or in any election to fill a vacancy in the office of a United States senator or representative during the morning of the election day. Paid leaves to vote will cover only those hours the employee is regularly scheduled to work and will be reasonable in relation to voting site location and distance. Refer to the Administrative Policy: <em>Military, Court, and Civic Duty Leaves.</em></td>
</tr>
<tr>
<td></td>
<td>Graduate assistants who are work-study students</td>
<td>Unpaid leave of absence to vote in elections is allowed as described above (federal and state Work-Study regulations do not permit payment for hours not actually worked).</td>
</tr>
</tbody>
</table>
STUDENT ACADEMIC INTEGRITY

Effective: November 22, 2011
Last Updated: Approved by EPC October 12, 2011; Approved by Campus Assembly November 22, 2011
Policy Owner: Academic Affairs

Introduction
Academic dishonesty tarnishes UMD’s reputation and discredits the accomplishments of students. UMD is committed to providing students every possible opportunity to grow in mind and spirit. This commitment can only be fulfilled in an environment of trust, honesty, fairness, respect, and responsibility. As a result, academic dishonesty is regarded as a serious offense by all members of the academic community. All faculty, staff, and students are expected to maintain the highest levels of academic integrity.

Scope and Purpose
This policy addresses violations of academic integrity by one or more members of the UMD student academic community. This policy is consistent with the Board of Regents Student Conduct Code. "(1) Scholastic Dishonesty: Scholastic dishonesty means plagiarism; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying of data, research procedures, or data analysis."

Prohibited Content
All forms of academic dishonesty are prohibited, including (but not limited to):

- submission of false records of academic achievement
- cheating on assignments or examinations
- submitting sentences or ideas as your own without proper acknowledgment or citation (plagiarizing)
- altering, forging, or misusing a University academic record or forging the signature of any member of the University community
- taking, acquiring, using, or circulating test materials without faculty permission
- acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement
- facilitating academic dishonesty by knowingly assisting another student to violate the Student Academic Integrity Policy, such as providing course work for another student to turn in as his or her own effort or taking an exam for another student
- presenting as one's own a plot, succession of ideas, or list/outline of another without proper acknowledgment
• attending a class, completing an assignment, or taking a quiz/test in the name of another student

• altering or viewing computer records, dispensing or releasing information gained via unauthorized access, modifying computer programs or systems, or interfering with the use or availability of computer systems or information (refer to UMD policy)

• purchasing or otherwise presenting work as your own when it was done by another person

• submitting the same paper or work (or generally similar papers or work) to meet the requirements of more than one course without the approval and consent of faculty

• depriving another student of necessary study or research materials or in any way impeding another student's work and pursuit of education

• submitting falsified data, such as bibliographic resources and experimental data or altering graded academic work/quizzes/tests and resubmitting them in order to get a higher grade

• use of electronic devices for the unauthorized assistance in academic work, quizzes, or tests

• distribution or sale of video, audio, or transcript-like notes of lecture or course presentations.

Procedure for Handling Violations
Academic dishonesty violates the Board of Regents Student Conduct Code. Violations of academic integrity will be adjudicated by faculty and academic administrators. In addition, the UMD Student Conduct Officer maintains a record of violations, and will notify the student of the appeal process.

Upon a suspected violation of this policy, the faculty member will schedule a meeting with the student about the violation. If the faculty member decides to take action, the faculty member is responsible for imposing a sanction, and must file the Report of Academic Dishonesty with the UMD Student Conduct Officer who advises the student of the appeal process, and that this event has been noted as a Student Conduct Code violation. If the student refuses to meet or disagrees with the faculty member, the faculty member completes the Report of Academic Dishonesty form, including the sanction imposed, and forwards it to the Student Conduct Officer who advises the student of the appeal process, and that this event has been noted as a Student Conduct Code violation.

A student who disagrees with the allegations or the sanctions may utilize the Student Academic Complaint Resolution process. Examples of faculty sanctions include but are not limited to:

• additional work

• grade reduction on an assignment/quiz/test, including an F

• grade reduction in the class, including an F
- re-examination
- other sanctions deemed appropriate by faculty member

Faculty members are encouraged but not required to notify the department head when sanctions are imposed.

**Multiple Violations**
Academic integrity violations are adjudicated by faculty and academic administrators; however, they are considered as violations of the Student Conduct Code and are monitored by the UMD Student Conduct Office. A student with multiple academic integrity violations will be reported to UMD Academic Affairs where an appropriate officer may recommend any possible sanctions available under the Student Conduct Code which may include:

- warning/reprimand
- withdrawal of University funding
- suspension from the University for a given period of time
- permanent expulsion from the University
- other sanctions deemed appropriate by the academic affairs officer

**Timelines**
1. The faculty member must request a meeting with the student within ten working days of becoming aware of the offense.

2. All reports of academic dishonesty should be filed by the faculty member within ten working days of imposing the sanction.

3. A student who disagrees with the faculty member's sanction has ten working days from the date the Report of Academic Dishonesty was submitted to begin the complaint resolution process.

4. An academic affairs officer who has been notified of multiple-offense cases in which the student has accepted the sanction or a final resolution has been completed will request a meeting with the student within five working days from the date of the referral from Student Conduct.

5. A student who disagrees with the academic integrity officer's sanctions has ten working days from the date on the sanction letter to request, in writing to the academic affairs officer, a formal hearing. A Grievance Committee consisting of at least three members will be appointed to consider the appeal.

Any of these timelines may be adjusted by mutual consent. Winter, spring, and summer breaks are taken into account.
University of Minnesota Duluth
Responding to Behavioral Disruptions in the Classroom
Faculty and Staff Information
Prepared by the Student Behavior Management Committee

Introduction

**UMD is committed to providing a safe learning environment for faculty, staff, and students.** Disruptive, disrespectful, and even violent student behavior has become a national trend at universities. This document has been created to help instructors respond to classroom disruptions as the number and severity of incidents of classroom disruption on our own campus have increased.

Students are responsible for conducting themselves in a manner that is respectful of the instructor and other students in the classroom, is civil in language, tone and behavior, and is receptive to ideas and other points of view.

Instructors are responsible for establishing and maintaining a civil, respectful, productive and stimulating learning environment. When this environment is damaged by disruptive student behavior, it is essential that you take appropriate and immediate steps to curtail this behavior, that you remain calm and that you model effective communication skills.

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1. Examples of Disruptive Classroom Behavior or Concerns

*Disruptive Behavior*
Disruptive classroom conduct is a violation of Section V, Subdivision Two of the UM Student Conduct Code (www.d.umn.edu/conduct/) and is defined as follows: “Disruptive classroom conduct means engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities.”

Examples of disruptive behavior in the classroom include, but are not limited to:

- making loud and distracting noises
- monopolizing classroom discussions
- talking when the instructor or others are speaking
- using cell phones or pagers
- inappropriate or inordinate demands for time and attention
- exhibiting erratic, irrational behavior
- persisting in speaking without being recognized
- behavior that distracts the class from the subject matter or discussion
- refusal to comply with faculty direction
- repeatedly leaving and entering the classroom during class without authorization
- making hostile remarks to or about other students in the class, other groups of people or the instructor
- making physical or verbal threats to the faculty member or fellow classmates
- targeting individuals with disparaging comments because of their membership in a particular group

2. Discouraging Disruptive Classroom Behavior

*Freedom of Expression*
Freedom of expression on academic topics is encouraged and to be respected by both students and faculty. While this allows for the expression of disagreement and debate, classroom behavior is expected to reflect the values of civility and respect.

*Clear Expectations*
Instructors are responsible for the management of the classroom environment. At the beginning of the semester, clearly state your expectations and that you will not tolerate behavior that interferes with academic or administrative functions. Students may not see their behavior as uncivil, rude, or disruptive. It is up to you to clarify expectations. Clear expectations, courtesy, fairness, and consistency are key elements as you work through progressive discipline. By articulating what you expect from students, you will encounter fewer problems. Be as specific as possible. For example, do you want students to raise their hand for permission to speak? Do you want students to inform you if they need to be late for class or have to leave early? Do you want cell phones turned off? Explain the reasons for your classroom expectations, and encourage student comments and suggestions. Add their suggestions to your list. Most students want to help you create a positive, safe, and productive learning environment. Enforce your expectations consistently; this helps students avoid harsher consequences if
misbehavior continues. Verbally express this to students in class, and incorporate it in to your syllabus.

Syllabus Suggestions
The UMD Syllabus Policy provides guidelines for the content of your syllabus. Including a clear statement of your classroom expectations in your syllabus can be very helpful in minimizing classroom disruption. If you find it necessary to make changes to your written syllabus, clearly communicate the changes to students.

In addition to clearly outlining your expectations (e.g., cell phones turned off, raise hand before speaking), you may want to incorporate the following statements in your syllabus. These are examples, which may be modified to fit the philosophy or expectations of your class.

Civility in the Classroom
The following is based in part on suggestions made by Lynn Weber Cannon in "Fostering Positive Race, Class, and Gender Dynamics in the Classroom," published in Women's Studies Quarterly, 1990: 1 & 2, pp. 130-132.

We can assume that discrimination exists in many forms (e.g. sexism, racism, classism, ageism, homophobia, anti-Semitism, ableism, etc.). Any critical understanding of these various -isms means that we need to recognize that we have been taught misinformation about our own group as well as about members of other groups. This is true for both dominant (e.g. white, male, upper class, heterosexual, able-bodied, etc.) and subordinate (e.g. people of color, women, poor and working class, gay/lesbian/bisexual/transgender, disabled, Jew, etc.) group members.

- Based on these assumptions then, let's agree that we cannot be blamed for the misinformation we have learned, but we are responsible when we repeat misinformation after we have learned otherwise.
- People and groups are not to be blamed for their subordinate positions.
- Let's assume that people are always doing the best they can.
- Let's actively pursue information about our own groups and those of others.
- Let us share information about our own groups with other members of the class, but never demean, devalue, or in any way put down people for their experiences.
- We each have an obligation to combat actively the myths and stereotypes about our own groups and other groups so that we can break down the walls which prohibit group cooperation and group gain.
- Let's create a safe atmosphere for open discussion.
3. Confidentiality
Information obtained while speaking with a disruptive student privately should be handled in a confidential manner. You may only discuss allegations against identifiable students with individuals who have a role in the disciplinary process or a legitimate need to know. Examples include your department head, dean of your collegiate unit, and the director of the Office of Student and Community Standards. Do not share personally identifiable information from a student’s education record (e.g., grades, reports of misconduct) with those who have no educational interest in the information.

4. Responding to Disruptive Behavior in the Classroom
1. Immediately address any behavior that is inappropriate, before it escalates. It is often a mistake to assume that disruptive behavior will cease on its own.
2. Some behavior is more irritating or distracting, as opposed to disruptive. Students are often unaware their habits or mannerisms are distractive.
3. Speak to the student after class or during your office hours.
4. Avoid direct confrontation with a student in the classroom. Rather, use a general word of caution in a positive manner. For example, “We have too many conversations taking place. Let’s focus on today’s topic.” Or, “please raise your hand if you have something to say.” Be calm, respectful, and nonthreatening; do not become defensive.
   a. Another option is to casually walk toward the student (or general area) where disruptive behavior is occurring. Your presence in the area may be enough to curb the behavior.
   b. In rare circumstances, you may find it necessary to speak to a student during the class regarding disruptive behavior. Try to do so in a positive, courteous manner, indicating that you can meet after class to discuss the situation in private.
5. If a student is persistent in his/her disruptive/problematic behavior, hand the student a note to see you after class or during your office hours.
   a. If appropriate, have someone present to serve as a witness.
   b. If you feel threatened by the student, keep your office door open or meet in a safer location. Let someone know where and when you will be meeting.
   c. Discuss the problematic behavior with the student early on.
   d. Carefully and explicitly explain why you believe the behavior is disrupting the learning environment in your classroom.
   e. Allow the student a chance to respond and explain his/her behavior.
   f. Listen to the student, as there may be personal problems or serious health concerns contributing to his/her behavior. While this does not condone their behavior, you may be able to refer students to campus resources. Examples include Health Services (medical and counseling), Disability Resources, or First Year Experience (FYE).
   g. Consider creating a “behavior contract” with the student.
   h. Depending on the outcome of the meeting, you may want to warn the student that you may ask him/her to leave the classroom if the misbehavior continues.
6. If the inappropriate behavior continues after having spoken with the student, you may ask the student to leave the class for the remainder of the period. A faculty member cannot
make the sole decision to drop a student from the class, but may recommend, in consultation with the dean, that the student's registration be canceled.

a. Be prepared to hand the student a note asking that he/she leave, rather than having a confrontation in the classroom.

b. In private, inform the student the reason(s) he/she was asked to leave.

c. When meeting with the student, express what concerns you have. Give the student an opportunity to explain his/her behavior. To avoid misinterpretation, repeat what you think the student has said. Brainstorm with the student on possible solutions to the problem.

d. Explain the consequences if the change does not occur. For example, you may ask a student to leave a class each time there is a disruption, withdraw a student from the class (in consultation with your dean), or make a referral to the Office of Student and Community Standards for a possible violation of the Student Conduct Code.

e. When you have reached an agreement with the student, clearly articulate this to the student. You may want to put this in writing to the student.

7. **Document all serious instances of classroom disruption.** Documentation should include what happened, the names of any witnesses, the date and time, and what steps you have taken to address the problem. Be as factual and objective as possible, and try to avoid judgment words that may misinterpret what actually occurred or was spoken. This documentation is important should there be a referral for disciplinary action through the Office of Student and Community Standards. The documentation becomes part of the student's educational record, and the student is entitled access to this information.

8. **Save any threatening or offensive e-mail or voice-mail messages.** Forward these to University Police and/or the Office of Student and Community Standards.

9. **If you feel threatened or alarmed, or there is unlawful behavior, call 9-1-1.**

5. **Meeting with the Student**

The following are helpful suggestions on how to meet with students, both in and outside of the classroom. In most cases, situations will be resolved at the stage one level.

**Stage One: Address the Situation**

- Don’t wait for a problem to clear itself up. The sooner it is addressed, the better.
- Listen. If you are able to listen and hear the student’s frustrations, the person may calm down.
- Reflect that you heard the student’s feelings and perspectives.
- Maintain a posture that is poised and non-threatening.
- Maintain a tone of voice that is calm and matter of fact.
- Use clear, assertive statements of consequences.
- Be direct, set boundaries, and do not tolerate abuse (e.g., “Please stand back, you are too close.” “Our discussion would be more effective if we speak in calm voices.”)
- A positive approach is more effective. Let students know what you can do, not what you cannot do.
- Explain that there are rules you need to follow, and you would like to help the student understand them.
• Empathize with the student’s frustration by using such statements as: “I can see your frustration (or are upset by this).” “I would like to work with you in finding a resolution.” “This feels as if it is really important to you.”
• Maintain respectful eye contact.
• If possible, avoid using gestures.
• Avoid physical contact. Only have contact if you need to defend yourself.
• Leave an unobstructed exit.
• Be aware of your feelings.
• Remain as calm as possible.
• Do not insist you are right or contradict the student. Instead, help the student understand that you see the situation from a different perspective.
• If a student is threatening or verbally abusive, tell the student “We can work together better if we remain calm, keep our voices low, and take things step by step.”
• Inform the student of the behavior that needs to change. Set a timeline for when the change needs to be made.

It is not helpful to:
• become defensive while communicating with the student.
• get into an argument or shouting match with the student.
• become hostile, punitive, or make threats or dares toward the student.
• press for explanations of the student’s behavior.
• ignore warning signs, such as clenched fists.

Stage Two: Get Assistance from Others
• Tell the student: “Let me see if I can find someone who can help.”
• Talk about your concerns with your supervisor or with colleagues.
• Have a plan in place for dealing with aggressive student behavior. Identify who your back-up person is if you need help.
• See the following resources section in this document.

Stage Three: Call University Police at 9-1-1 and Get to a Safe Location
• Call University Police at 9-1-1—or ask someone else to do so.
• Retreat to a locked office or other safe place while waiting.
• Have a safety plan in case of violent or dangerous behavior. The plan may include dismissing class, contacting University police, having a code word that signals another to call for help, have an escape route planned, etc.

6. Modeling Effective Communication
We often forget that a primary task is to find ways to manage ourselves in the midst of confusion.
• Conduct yourself in a manner you expect from your students; they will pick up on these cues.
• Acknowledge that the student is angry.
• Remain calm. If you can remain calm and not be visibly rattled by the situation, the students will be better able to steady themselves. Your behavior provides a holding
environment for the students. They can feel safe when you appear to be in control; this enables them to explore the issues.

- If you can show that you are comfortable with silence, a pause will also permit the student to reflect on the issues raised.
- Do not take remarks personally, even when they come as personal attacks. Such attacks are most likely made against you in your role as teacher or authority figure. Separate yourself from your role; it is not about you. By making this separation, this may enable you to see what a student is saying more clearly. It is about the student and his/her feelings and thoughts. Keep in mind that the student may not have thought through the situation or be able to articulate feelings and thoughts.
- Know your biases and what will cause your mind to stop. Every one of us has areas in which we are vulnerable to strong feelings. Knowing what those areas are in advance can diminish the element of surprise. You will have thought about what you need to do in order to enable your mind to work again.
- If you feel as if you cannot respond to the student’s needs, offer to arrange for the student to meet with a supervisor. This may encourage the student to “cool down” before addressing the issue again.
- After you have met with the student, be sure to debrief with a colleague or supervisor and attend to your stress and your needs.
- Recognize that, while for some students empathy will transform the situation, for others, nothing you say or do will get through to them.

7. Identifying and Responding to Threatening Behavior or Mental Health Issues

**Dangerous or Aggressive Behavior**
An aggressive student may exhibit potentially dangerous or violent behaviors. Immediately report dangerous or aggressive behavior to University police at 9-1-1. Be alert for potential signs of trouble, which may include:

- expression of suicidal thoughts or threats
- expression of homicidal thoughts or threats
- engaging in a fight
- threatening behavior, such as violating other’s personal space, raising his/her voice and seeming irrational, physically confrontational, stalking/harassing
- destruction of property
- out of control behavior; student is unable to be redirected or unable to deescalate
- presence of weapons

**Mental Health**
A student may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student’s ability to participate in daily activities. UMD has services available to assist students with addressing these
and other concerns. It is important to direct students to the broad range of confidential mental health services available on campus via the UMD Health Services website at http://www.d.umn.edu/hlthserv/counseling/

Emotional and/or Psychological Concerns
Distressed students may also exhibit behavior that may indicate they are in need of assistance. Mental health concerns or stressful events may lead to diminished academic performance or reduce a student’s ability to participate in daily activities. UMD has free counseling services available by calling (218) 726-7913. Information about the broad range of confidential mental health services available at UMD Health Services can be found at http://www.d.umn.edu/hlthserv/counseling/

Some examples of emotional or psychological concerns include:
- significant change in mood
- disorientation
- noticeable change in quality of work
- disheveled appearance or poor hygiene
- inappropriate outburst
- persistent unwanted contact
- inappropriate use of violent themes/subjects
- bizarre verbal or written statements
- self report of mental health issues or crime victimization (e.g., domestic violence, sexual assault, stalking)
- suspected or reported alcohol or drug abuse
- thoughts of violence toward self or others

If you are actively engaged with the student, deescalate the situation by remaining calm, monitor your voice control, address the behavior in a non-threatening manner, and seek a time out. If you are not actively engaged with the student, contact a UMD counselor at (218) 726-7913 or University police at (218) 726-7000 for advice.

Potential Signs a Student May Need Assistance
- being under the influence of alcohol or drugs
- not getting along with others
- complaints from other students
- signs of bruising or injuries
- being continually confused, irritated, or depressed
- missing several class sessions
- unusual patterns of coming late to class or leaving early
- sudden change in classroom participation
- not turning in assignments, which were previously turned in on time
- quality of work suddenly declines
- written work includes veiled or overt threats
FERPA: What faculty and staff need to know

**Its the Law!**

FERPA (Family Educational Rights and Privacy Act), also known as the Buckley Amendment, was passed by Congress in 1974. It grants four specific rights to a post-secondary student:
- to see the information that the institution is keeping on the student;
- to seek amendment to those records and, in certain cases, append a statement to the record;
- to consent to disclosure of his or her records;
- to file a complaint with the FERPA Office in Washington.

**Student Information Types**

Student educational records include information provided by a student for use in the educational process, such as the following:
- personal information (name, etc.)
- enrollment records
- student's exams or papers
- grades
- schedules

Storage media for an educational record may vary and can include one or more of the following:
- document in the registrar's office
- electronic document or e-mail
- computer printout in your office
- class list on your desktop
- computer display screen
- notes taken during an advising session
- database

**Directory/Public Information**

"Directory Information is... Information contained in an educational record of a student which would not generally be considered harmful or an invasion of privacy if disclosed." (FERPA Regulations, Code of Federal Regulations, Title 34, Part 99.3).

Directory/Public Information can NEVER include:
- Social security number
- Student ID number
- Race
- Ethnicity
- Nationality
- Gender
- GPA
- Religion

Directory/Public Information is considered public and can be released without the student's written permission. However, the student may opt to keep this information confidential.

Directory/Public Information at the University Of Minnesota:
- Name, address, phone
- University assigned e-mail
- Dates of enrollment
- Enrollment status
- College
- Class (i.e., freshman)
- Academic awards and honors
- Degrees received

Information not included in the list above is private student information and may not be released outside the University without the student's written permission or as otherwise provided in the Regents Policy on Student Education Records.
| **Can student directory or public information always be released?** | NOI Before releasing any information about a student, check PeopleSoft or the IMS reports for a student's suppression status. If the student has requested that directory information be withheld (suppressed his/her information), no information can be released. Note that FERPA does NOT require that directory information be released. University faculty and staff who have a need-to-know may obtain directory information for a student who has suppressed his/her information, but must not release this information. |
| **How can a student withhold release of directory information?** | Students may request suppression of their information by notifying the Office of the Registrar, One Stop Student Service Centers at 333 Science Teaching & Student Services; 130 Coffey Hall; 130 West bank Skyway or on the Web at http://policy.umn.edu/Forms/otr/otr380.pdf. They may also suppress their information online by clicking the "Personal Information" Quick Link at onestop.umn.edu and using the drop-down menu to select "Directory Suppression." |
| **What are parental rights under FERPA?** | FERPA allows parental access to a student's educational records if the student requests in writing that private information be released to the parent(s), or if the parent claims the student as a dependent for Federal income tax purposes. A parent who wants to request grades or other academic information for a dependent should submit a written request to the Registrar, 160 Williamson Hall, along with a copy of the parent's most recent federal income tax return (section with dependents listed). FERPA does not allow parental access to post secondary student educational records without the student's permission if neither parent claims the student as a dependent for Federal income tax purposes. |
| **Where should I store my student data?** | Although you may be the one grading a student's performance, student data (e.g., grades, attendance, test scores) is owned by the University. It should not be stored on personal computing equipment, on the hard drives of shared computers, on portable devices such as "flash- or thumb drives," or on laptop computers. Portable devices are easily lost or stolen; if they contain student data when they are lost or stolen, all students may need to be notified. |
| **How can I locate my secure data storage for storing student data?** | You should talk with your collegiate or departmental information technology support staff. |
| **How can student data be protected?** | Store all student data on a central, U of M server (not a Web server); password protect files; encrypt data on your computer; use anti-virus software; don't open attachments or click on links in e-mails; trust where you are going when you are following a Web link; distribute graded materials in a secure manner; verify attachments and recipients before sending information via e-mail. |
| **How are HIPAA and FERPA related?** | Medical documentation in the student education record is private information and is covered by FERPA. HIPAA (Health Insurance Portability and Accountability Act) regulations do not apply. |
| **For more information** | Contact Tina Falkner in Academic Support Resources, (612) 625-1064 or rovio001@umn.edu, or Dan Delaney, Academic Support Resources, (612) 625-7864 or delan021@umn.edu. |

**DO NOT!**
- Use the Social Security Number or any portion of it, or the student ID number, in a public posting of grades or any other information.
- Leave graded tests, papers, or other student materials for students to pick up in a stack that requires sifting through the papers of all students.
- Discuss the progress of any student with anyone other than the student (including parents), without the signed, dated, and written consent of the student.
- Provide anyone with lists or files of students enrolled in your classes.
- Provide anyone with student schedules or assist anyone in finding a student on campus.
- Access the records of any student for personal reasons.
- Access the records of any student for any reason other than to perform your job duties.
Laboratory Policies and Procedures for Teaching Assistants
Greg Mielke

1. **Eye Safety:** TA must wear proper personal protective equipment (PPE) and be sure to enforce students wearing their goggles during labs. READ POSTED SIGNS IN THE LAB.

2. **Safety Equipment:** TA must be aware of proper safety equipment including eyewash stations and use of sodium bicarbonate (in main prep hood) for acid spills, etc.

3. **Maintain Integrity of Chemicals:** All reagent bottles for the teaching labs performed must be tightened when the lab section is over.

4. **Maintain Integrity of Chemicals:** Dry chemicals that have been used for the lab should be brought back to the bin on the flammable cabinet and lids are to be tightened.

5. **Protect Waste:** All waste bottles in the prep hoods in each lab must be tightened once lab is over.

6. **Practice Conservation:** Be sure students take only what they need in terms of reagents, either liquid or solid.

7. **Be Informed:** Check your e-mail periodically for lab updates, unknowns and comments to help the lab run smoothly along with checking your mailbox for hard copies of unknown keys.

8. **Practice Cleanliness:** Reagents and other items used such as pipettes and weigh paper must be left in neat appearance and the top of the flammable cabinet must remain clean.

9. **Practice Cleanliness:** All student hoods and prep hoods must be clean at the end of your lab period. You can make sure your students help on this even to the point of taking off points for the lab write-ups if the instructor agrees to it.

10. **Practice Energy Conservation:** In the Swenson Science Building (SSB) labs, save energy by turning room fans to MAX FLOW when lab starts and MIN FLOW when your lab is over, especially if you are a TA for Organic Chemistry.

For Research Students
If you are a member of a research group, your Research Advisor or Principal Investigator (PI) is responsible to make sure you have the proper training for waste disposal and specific laboratory safety precautions and training to safely carry out your research projects.

The proper disposal of hazardous waste is the responsibility for every member of the research lab. The training and proper disposal of waste can be viewed from the UMD page as follows: [http://www.d.umn.edu/ehso/waste_management/steps.html](http://www.d.umn.edu/ehso/waste_management/steps.html)

Andy Kimball is the Senior Environmental Health and Safety Technician, kimba013@umn.edu, ext 6764 if you have any questions.
Lab/Stockroom FAQ’s and How-to’s

Do not enter stockroom or prep room unless invited by authorized worker – each time; this is not a vampire-like situation...

1 – Projector & Computers: -- turn on projector with the red button on the remote
   -- move/click mouse to wake computer
   -- hit “enter” – there is no password for the room# accounts

2 – Cabinet by Eyewash: -- 9 bunsen burners
   -- 4 strikers
   -- 1 extra stirring hotplate

3 – Sand: -- in “Sand” cabinet at the back of room by the window

4 – Paper Towels & Soap: -- under sink
   -- fill “SOAP” squirt bottles from jug, bring empty jug to stockroom for exchange

5 – Common Lab Supplies: -- on flammables cabinet

6 – Rings & Clamps: -- in metal bin on counter
   -- students are to return them to bin at end of lab; clear the ring stands

7 – Empty Bottles: -- bring empty bottles of Methyl Violet, Neutral Litmus, Boiling Stones, etc. to the stockroom for exchange

8 – Hot Plates & Sand Baths: -- keep plugged in; just be sure they are off at the end of lab
DEPARTMENT OF CHEMISTRY AND BIOCHEMISTRY
LAB MAKE-UP POLICY (08/24/10)

A lab experiment may be made up the week the experiment is missed or the week following the missed experiment. Policies on making up labs are PI and/or course/lab dependent so rules of make-up labs should be specifically discussed with the PI the first week.

The student must see the course instructor, not the TA, to schedule a make-up time. This must be done at least 24 hours prior to the scheduled make-up lab.

Instructors' Procedure:

1. Student must make up the lab experiment in the lab room containing his/her drawer if the student will need his/her own glassware to do the experiment. Otherwise arrangements must be made with the stockroom to provide the necessary equipment.

2. If lab is made up during week experiment is scheduled:
   a. If there are less than 18 students working in the lab, student may work as a three-some, using glassware in temporary partners' drawers or alone if there is an empty hood.

   Instructor will email student's TA and the make-up TA, informing them of the scheduled make-up at least 24 hours before lab.

   b. If there are 18 students in lab (full lab), student must work in Reagent hood (closest to the door). Student must transfer glassware from his/her drawer to Reagent hood.

   * Instructor will email Greg, Neil, Randall and TAs 24 hours before lab as appropriate.

3. If lab made up the week following the scheduled experiment:

   Student may work in an open Reagent hood or transporting glassware from his/her drawer.

   Make-up TA will provide reagents for the experiment, contacting Greg if necessary.

   * Instructor will email Greg, Neil, Randall and TAs 24 hours before lab as appropriate.

4. There may also be a make-up lab experiment scheduled for Monday, Tuesday and/or Wednesday morning of Thanksgiving week for Fall semester and one of the last weeks for Spring semester.
DEPARTMENT OF CHEMISTRY AND BIOCHEMISTRY
POLICY ON STOCKROOM CHARGES (8/24/11)

Any and all charges must be paid at the time they are incurred. If adequate funds are not available on a ‘UCard’ or ‘CampusCash’ card, participation in laboratory will be suspended until the debt is settled. Common charges are as follows:

- $11.00 Goggle purchase. Only approved goggles may be used.
- $1.00 Goggle rental (when purchased goggles are forgotten)*
- $1.00 Drawer unlock and lock-up (when lab key(s) are forgotten)
- $1.00 Booties
- Market price Glassware, equipment, computer, instrument damage…
- $20.00/key Failure to return key(s)
- $5.00/key Broken/unusable key(s)
- $35.00/drawer Failure to check out completely by deadline

*Goggle rental is free for the first week of lab (not counting check-in)

It is suggested that, students enrolled in a chemistry laboratory course at UMD should start with a minimum of $25.00 on their UCards to cover goggle purchase and laboratory expenses. If the UCard does not have sufficient funds for a necessary expenditure, the student must leave the laboratory and add sufficient funds to cover any cost incurred at the stockroom. NO CREDIT WILL BE GIVEN BY THE STOCKROOM.
DISABILITY SERVICES

SECTION I. GUIDING PRINCIPLES.

The following principles shall guide the commitment of the University of Minnesota (University) to equitable access for students, faculty, staff, and guests with disabilities:

(a) The University values the richness and diversity that people with disabilities bring to the University community.
(b) The University believes access to educational, work, co-curricular, and other opportunities for people with disabilities enriches the academic and social environment for all members and guests of the University community.
(c) The University seeks to foster an inclusive community of faculty, staff, and students engaged in research, scholarship, artistic activity, teaching and learning, or community engagement.
(d) The University strives to: (1) develop curricula and educational materials; (2) design buildings and other physical spaces; and (3) select products and services that can be used by students, faculty, staff, and guests with different backgrounds, learning styles, abilities, and disabilities consistent with the concepts of universal design.

SECTION II. IMPLEMENTATION.

The University shall:

(a) provide equitable access to and opportunity in its programs, facilities, employment, and educational programs to people with documented disabilities;
(b) provide reasonable accommodations to persons with documented disabilities in accordance with applicable state and federal law; and
(c) promote and practice adopting accessible media, technology, instructional methods, building design for new and renovated facilities, and procurement practices that are inclusive to students, faculty, staff, and guests with disabilities.
EXCUSED ABSENCES

Effective: January 3, 2011
Last Updated: Approved by EPC April 28, 2010; amended and approved by Campus Assembly on Nov. 9, 2010
Policy Owner: Academic Affairs

Students are expected to attend all scheduled class meetings. It is the responsibility of students to plan their schedules to avoid excessive conflict with course requirements. However, there are circumstances that lead to excused student absence from the classroom.

1. Students may not be penalized when legitimate and verifiable circumstances lead to their absence from attending class or taking a final exam in a credit bearing course. These are subpoenas, jury duty, military duty, religious observances, illness [1], and bereavement for immediate family.

2. NCAA varsity intercollegiate athletics are also considered legitimate and verifiable circumstances for excused absences. Student athletes must provide instructors the team schedule during the first week of the semester.

3. A student must notify instructors of circumstances identified above prior to the expected absence or as soon as the circumstance leading to the absence from class is known. Students must also provide written documentation to verify the reason for the absence.

4. If conditions in (1) or (2) and (3) are met, instructors shall work with the affected student so that he/she can make up required course assignments, complete an alternative assignment, or have the missed assignment excused. This accommodation should be implemented in a reasonable and timely manner.

In addition, there are other circumstances not mentioned above that lead to absence from class. These requested absences may be excused at the instructor’s discretion; students must provide written documentation to verify the reason for the absence.

Appeals Process: The first step of any resolution should be between the parties involved. Department head involvement may be requested to assist in finding a resolution. If satisfactory resolution can not be found at this level, an appeal can be made first to the Collegiate Dean and then to the Office of the Executive Vice Chancellor of Academic Affairs.

[1] This includes illness of dependents in the student’s care.
ABSENCE FOR RELIGIOUS HOLIDAYS

To: All UMD Faculty and Staff
From: Lendley C. Black, Chancellor
Subject: Absence for Religious Holidays

Students:

The University of Minnesota permits absences from class for participation in religious observances. Students are responsible for:

1. Informing instructors of absences at the beginning of the semester.
2. Meeting with instructors to reschedule any examinations affected by this policy.
3. Obtaining class notes from other students.

Instructors are requested to assist students in obtaining course materials and assignments distributed during class sessions.

Employees:

The University of Minnesota permits absences from work for employees to participate in religious observances. Employees are responsible for giving supervisors a notice of at least two weeks that they will be taking time for this purpose. Employees are also responsible for informing supervisors how this time will be handled. Three options are available.

1. Take time off as paid vacation;
2. Take time off without pay;
3. Make up for lost time during the same week as the holiday occurs.

Employees covered under collective bargaining agreements will be treated in accordance with those agreements. Contact Tim Caskey (726-6326) if there are any questions on religious observances.
STUDENT OPINION SURVEY  
Chemistry & Biochemistry TA

This questionnaire gives you the opportunity to share your views about certain aspects of the performances of the teaching assistant(s) in your laboratory or recitation section. For each item below, please indicate the response closest to your opinion by circling the appropriate number.

T.A. NAME ________________________  COURSE ________________________  SEMESTER & YEAR ________________________

One evaluation should be done for each TA.

<table>
<thead>
<tr>
<th>The Teaching Assistant:</th>
<th>Very Strongly Disagree</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Very Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. presents clear introductions and explanations</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>2. is knowledgeable about the material</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>3. is accessible and helpful to students</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
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<td>4. responds to questions well</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<td>5. is well prepared for class</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<td>6. begins class on time</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<td>7</td>
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<td>7. grades papers fairly</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<td>8. returns graded papers in a timely manner</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<td>9. carries out his/her responsibilities in a professional manner</td>
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<td>2</td>
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10. How would you rate the TAs OVERALL PERFORMANCE?
    | Very Ineffective | Ineffective | Somewhat Ineffective | Neither Effective Nor Ineffective | Somewhat Effective | Effective | Very Effective |
    | 1                | 2           | 3                    | 4                                | 5                   | 6         | 7              |

11. In which YEAR in school are you?
    | Freshman | Sophomore | Junior | Senior | Graduate | Adult Special |
    | 1        | 2         | 3      | 4      | 5        | 6            |

12. Was this specific course required of you?
    | Yes | No |
    | 1   | 2  |

Please provide a brief written statement in response to each of the following questions.

13. What does the TA do especially well?

14. How could the TA improve?
UMD Department of Chemistry and Biochemistry
Cover Sheet for Ordering in EFS

Date: _____________________

Vendor Name & Address

Total Order $__________-

<table>
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<th>(4 digits) Fund (5 digits) Dept ID (5 digits) Program (8 digits) Project (7 digits) Empl ID (10 digits) CF1 (10 digits) CF2 (C5) Cost Share</th>
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Justification:

Who (PI):

What:

Why / Benefit to project statement (required):

Name and location of order requester:

Environmental Health & Safety - High Hazard Chemicals and Materials

☐ Check box to signify that the item/s on this order are on the High Hazard Chemicals and Materials list

☐ Check box to document that an SOP is in place at the time of order for any items on the list

PI Signature: _______________________________ Date: __________

Dept Approval: _____________________________ Date: __________

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Administrative Use Only

PO Doc # __________________________ Payment Doc # ______________

Voucher Doc # __________________________ Date paid ______________

Additional pages for order as needed.

Order Preparer:
Patty Sutliff Opolen - Chem 132 - psoolen@d.umn.edu
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DEPARTMENT OF CHEMISTRY AND BIOCHEMISTRY

POLICY ON EYE PROTECTION

BASIC PREMISE

The Chemistry and Biochemistry Department shall designate areas and activities which require eye protection. The Department shall inform staff, students and visitors of these requirements and ensure compliance.

Laboratory work often requires eye protection. Where risk of a chemical splash exists, coverall goggles may be necessary. Additional personal protection is afforded by face shields.

AREAS AND APPROPRIATE RULES

A. Research Laboratories

The principal investigator for each research laboratory shall determine the necessary eye protection for each activity expected to occur in his/her research laboratory. Note that when a hazardous operation is being carried out in the laboratory the eye safety of all personnel in the laboratory must be considered, not just the person carrying out the experimental operation.

Rules governing eye protection specific to this laboratory must be determined by the principal investigator and displayed on the door of the laboratory.

B. Instructional Laboratories

1. The syllabus for the course must label each experiment as requiring splash resistant goggles if danger of a chemical splash exists. Students (individually or group) involved in carrying out that experiment must wear goggles while the risk of a chemical splash exists.

   a) Other students in the laboratory must also wear goggles if they are exposed to the hazard unless the hazardous work is isolable. The work may be isolated by:

      i) a physical barrier such as a row of tables, e.g., in the design of the general and organic chemistry laboratories for the Swenson Science building, students could work without eye protection at the front row of tables even though other students continued hazardous work in the hoods.

      ii) physical or virtual isolation such as specifying that experiments involving possible chemical splashes must be carried out on one wall of the laboratory. Care must be taken to ensure that such instructions are observed by the students.

   b) Note that this does mean that the laboratory supervisor must wear splash resistant when observing in or passing through areas in which eye protection is required for the students.

2. When the syllabus sets up a rotation of experiments among groups of students in the same laboratory period and some of those experiments require eye protection, such must be noted on the syllabus, e.g., "Some experiments in process in this laboratory today do require eye protection. All students must be aware of and take proper precautions to avoid hazardous areas even though not actually carrying out the experiment labeled as hazardous."
January 9, 2009

TO: Graduate and Undergraduate Teaching Assistants  
Faculty  
Laboratory Support Staff

FROM: Paul Kiprof

RE: Laboratory Safety

The University of Minnesota prohibits the wearing of sandals, shorts and short skirts in its laboratories. This department will consistently implement this policy by

- Including this policy in all laboratory course syllabi (faculty);
- Announcing this policy in class (faculty) and lab (teaching assistants);
- Prohibiting students from working in the laboratory if they are wearing the items mentioned above;
- Providing opportunities for students to purchase long lab coats, thus covering bare legs; note that students wearing lab coats may not wear sandals; and
- Making sure that all of us adhere to this policy.

Each of us is responsible for maintaining a safe laboratory environment and teaching safe lab practices.

Thank you for your efforts toward these goals.
UMD Department of Chemistry and Biochemistry
Instructional Laboratory
Hazardous Waste Control

As a student in a chemistry laboratory, you will be generating some type of waste every time you perform an experiment. Because you are generating waste, you are responsible for the proper identification, handling and disposal of the waste. The following information will help you dispose of this experimental waste properly.

Waste is defined as either hazardous or non-hazardous.

Non-hazardous wastes do not cause harm to the environment and may be disposed of by using normal disposal methods (i.e., flushed down the drain or placed in the trash). Some non-hazardous waste includes clean filter paper, weighing paper, towels, etc. These wastes can be disposed of in the trash. A small number of inorganic compounds are non-hazardous and can be disposed of safely as trash or by flushing down the drain. These include some sodium, potassium, magnesium and calcium salts (i.e., NaCl, etc.)

However, most inorganic compounds are considered hazardous and must be collected and handled as hazardous waste. The majority of organic compounds are also considered hazardous and must also be collected as hazardous waste.

Government regulations state that the contents of hazardous waste containers must be known as accurately as possible to ensure the proper disposal. Placing wastes in the proper container will allow accurate waste determination and also avoid improper waste mixing. Improper waste mixing can cause serious hazards such as explosions or poisonous gas.

The laboratory teaching assistant will provide instructions on disposing of the experiment’s hazardous waste. Usually, experiments will give instructions on the proper handling and disposal of the waste produced.

All labs will be equipped with hazardous waste containers. They must have the bright yellow University Hazardous Waste Label. If you can’t locate a waste bottle, ask the teaching assistant or stockroom personnel and they will provide the appropriate container.

Do not place wastes in the wrong containers. If this occurs, inform the teaching assistant so that the waste label can be corrected. Do not place solids and liquids in the same container. Never place wastes in unmarked containers.

Following these procedures will ensure the proper disposal of laboratory waste in an environmentally safe manner.
DEPARTMENT OF CHEMISTRY AND BIOCHEMISTRY

KEY POLICY (8/25/10)

Faculty (Chem and Biochem)
Corridor Key for Chem Building
Prox card for Chemistry and Swenson Buildings, including SSB research wing 24/7
Master keys for Chemistry and Swenson Buildings

Executive Secretary, Principal Office and Administrative Specialists, Accountant, Lab Services Coordinators (Chem and Biochem)
Corridor Key for Chem Building
Prox card for Chemistry and Swenson Buildings, including SSB research wing 24/7
Master keys for Chemistry and Swenson Buildings
Chem 104 – Prox & keys (as needed)

Stockroom
Submaster keys for Chemistry and Swenson Buildings
Key to stockroom, glass storage room

Graduate Students (Chem and Biochem)
Corridor Key for Chem Building
Prox card for Chemistry and Swenson Buildings (SSB research wing 24/7)
Submaster for Chemistry and Swenson Buildings
Key to grad student office (until end of first year or as needed)
Key(s) to their research lab(s)

Undergraduate Students (UGRA, Chem 3194, or Volunteers in Chem and Biochem)
A prox card for the SSB research wing will be issued to undergraduate students with access hours of 7:00am-7:00pm, Monday-Friday, at the request of Chemistry and Biochemistry faculty who have research labs in SSB. Undergraduate students must be supervised in the laboratory.

Other Civil Service Personnel, Visiting Scholars, and Post-Doctoral Associates in Chemistry
Corridor Key for Chem Building
Prox card for Chem and/or Swenson Buildings (24/7)
Office key
Research lab they are working in
Dry ice and ice machines (112 Chem)
Copier (242 Chem)
Other keys as needed

Other
The key to Chem 112 (dry ice machine) is issued to research lab groups.
• Upon termination of employment or study, all keys must be returned to the Chemistry and Biochemistry Department Office.

• The Chemistry and Biochemistry Department will maintain a record of keys issued and returned.

• Because of special problems associated with security of chemicals and equipment, laboratories should be locked when not occupied. When you leave after normal working hours, please make sure that all doors, including the outside doors, are locked and shut.

• Outside doors should NOT be propped open.

• When the first floor fire doors at the east end of the building (towards Darland) are closed, please use the metal door on the side of the hallway.

• The entrance/exit to Chemistry from the Medical School on the first floor is not a general-purpose passageway and should be used for emergencies only.

• All employees have mailbox keys.

• The Chemistry and Biochemistry Department shall have positive approval for all other keys issued for chemistry rooms.

• Geology Faculty and Grad Students – Keys/Prox access to the Chemistry and Biochemistry Department, as needed, for teaching.

• NRRI – Keys/Prox, as needed, to access equipment in the Chemistry and Biochemistry Department.

• Chem 129 keys are issued only to NRRI personnel (1 - Department Head and 1 - office staff).
Laboratory Safety Training

Department of Chemistry and Biochemistry
University of Minnesota, Duluth

All Departmental Employees and Volunteers must complete the following safety requirements:

I. Familiarize yourself with the Department of Chemistry's Laboratory Safety Plan:

1. Direct yourself to the UMD Department of Chemistry and Biochemistry homepage at www.umn.edu/chem/
2. Click on Research and then Laboratory Safety. Then you can either click on UMD Laboratory Safety Plan (LSP) or click to it through the Lab Safety Links to the right.
3. Review the document. There is no test on this but Environmental Health and Safety requires that all students working in a laboratory know about this document and how to access it.

This is a lengthy document and contains a large amount of safety related information. It is there for you to access at any time for your Lab Safety requirements. Please familiarize yourself with this document and review portions related to your needs.

II. The second requirement is that you complete three on-line tutorials for Environmental Health and Safety requirements. These tutorials are completed by first registering and then using the Uof M ULearn program. To begin, you need to register. Please go to ulearn.umn.edu and follow all instructions. IMPORTANT: when you read the instructions for ACCESSING ULEARN, and you are a student employee, you may not actually be "in" the system. If those instructions don't work you will have to follow the Non-U of M Employees instructions. Once you are registered and in the program you will look for these three (and only these three) tutorials and complete them.

1. Introduction to Research Safety (enrollment key if needed = RESSAFETY)
2. Chemical Safety (enrollment key if needed = CHEMSAFETY)
3. Chemical Waste Management (enrollment key if needed = CHEMWASTE)

The Chemistry office will eventually be able to access your completion through Ulearn Reporting. This electronic filing system may also have a system delay so please fill out the second attached form so we have a temporary record in lieu of accessing the system's records. Please complete all three tutorials before returning the completed form.

III. The third requirement is that you date and sign the Department's Record: After you have completed the above you just need to sign the Department's record. Currently that record signing will be in Chem 246, the Chemistry Department's main office.