



Graduate Student
Orientation

STUDENT HANDBOOK





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TO ALL NEW GRADUATE STUDENTS:

Welcome to the Graduate Student Orientation at Kent State University. You may have just arrived in Kent, you may have been here as an undergraduate, or you may have started your graduate studies. Whatever the case, in your new capacity you will encounter various duties and demands upon your time, making time management a crucial “survival” skill.

You never know what information or contacts you will need in the months and years ahead. Whether teaching or not, we suggest you use this handbook to review policies and as a resource for useful tips and ideas. If some of the sections are not relevant to you now, they may become essential to you later.

Best wishes for a successful year at Kent State University!

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INTRODUCTION

Graduate Student Orientation (GSO) is a University-wide program, coordinated with colleges, departments, and university-level personnel. The program provides an opportunity to meet and network with new and returning graduate students, along with representatives of Kent State's faculty, staff, and administration to learn about university and community resources. While especially geared towards orienting new graduate students and new Graduate Assistants (GAs), GSO welcomes all graduate students interested in professional development. The orientation consists of two parts:

- A general orientation for all graduate students, and
- A specific orientation for teaching assistants or those interested in teaching.

This handbook is intended only as a digest of information, based upon official documents, and not as an official policy book. The official University Policy Register (<http://www.kent.edu/policyreg>), Graduate Catalog (<http://www.kent.edu/graduatestudies/graduate-catalog>), and the Policy on the Role and Status of Graduate Student Appointees (https://www.kent.edu/sites/default/files/Role-and-Status-of-GS-Appt_9-2-10-2.pdf) are the “law of the land” by which student life is governed. You should familiarize yourself with these documents and consult them to find out more information about the issues and policies mentioned in the GSO Handbook.



2016 GSO Teaching Fellows

| Name | Title | Program | Email |
|-------------------------------|--------------------|---|-------------------|
| Melody Tankersley | Dean | Graduate Studies | mtankers@kent.edu |
| Kyle Reynolds | Director | Graduate Studies | kreynol3@kent.edu |
| Ashley Johnson | Graduate Assistant | Graduate Studies | ajohn187@kent.edu |
| Joe Bean | Teaching Fellow | History, Doctoral | wbean1@kent.edu |
| Loubna Bilali | Teaching Fellow | Translation Studies, Doctoral | lbilali@kent.edu |
| Samuel Boateng | Teaching Fellow | Ethnomusicology, Master's | sboaten1@kent.edu |
| Colleen Dragovich | Teaching Fellow | Educational Psychology, Doctoral | cdragovi@kent.edu |
| Danielle French | Teaching Fellow | English, Doctoral | dfrenc12@kent.edu |
| Anuj Gurung | Teaching Fellow | Political Science, Doctoral | agurung@kent.edu |
| Karla Gutierrez Cuevas | Teaching Fellow | Liquid Crystal Institute, Doctoral | kgutierr@kent.edu |
| Odeh Halaseh | Teaching Fellow | Political Science, Doctoral | ohalaseh@kent.edu |
| Kate Klonowski | Teaching Fellow | Foundations of Leadership & Administration, Doctoral | kklonows@kent.edu |
| Naser Madi | Teaching Fellow | Computer Science, Doctoral | nmadi@kent.edu |
| Jennifer Mani | Teaching Fellow | Counselor Education and Supervision, Doctoral | jmani@kent.edu |
| Samyak Muktan | Teaching Fellow | Communication Studies, Master's | smuktan@kent.edu |
| Lynda Mwakisha | Teaching Fellow | Communication Studies, Master's | lmwakish@kent.edu |
| Lorriane Odhiambo | Teaching Fellow | Biostatistics, Environmental & Epidemiology, Doctoral | lodhiamb@kent.edu |
| Sanjoy Paul | Teaching Fellow | Physics, Doctoral | spaul11@kent.edu |
| Julien Roland | Teaching Fellow | Translation Studies, Doctoral | jroland2@kent.edu |
| Mayagul Satlykgylyjova | Teaching Fellow | Foundations of Leadership & Administration, Doctoral | msatlykg@kent.edu |
| Kevin Spence | Teaching Fellow | Higher Education Administration, Doctoral | kspenc22@kent.edu |
| Kristen Traynor | Teaching Fellow | Political Science, Doctoral | ktraynor@kent.edu |
| Tanisha Walker | Teaching Fellow | Counseling & Human Development Services, Doctoral | twalke30@kent.edu |
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Welcome New Students!

Best wishes for a rewarding and successful
graduate student experience here at
Kent State University.

All the best,
The 2016 GSO Team



GETTING STARTED AT KENT STATE

FLASHLINE

FlashLine is Kent State University's web-based portal that provides access to the university's online academic, student and administrative services, such as email, Blackboard Learn, financial aid, bursar's account and registrar. Access FlashLine by logging in from Kent State's home page at <http://www.kent.edu>.

Student services are available via Student in the panel on the left. Click on Student to access most student services, including basic financial aid information, course offerings, class registration, and student information.

For students who are employees, click on Employee in the panel on the left. You will have access to pay stubs and tax forms, direct deposit and other information about your employment. Kent State payroll information is at <http://www.kent.edu/payroll>.

If you are teaching or assisting with a course, a Faculty link will be present in the panel on the left. Click on it to access your teaching schedule, course rosters, university policies (such as FERPA, reviewed on page 39), and other important links. You will enter your midterm and final course grades here. If you do not have a Faculty link and are teaching a course, contact your department secretary and/or the Help Desk at 330-672-HELP (4357).

Once your account is established in FlashLine, you can find additional support at https://support.kent.edu/sims/helpcenter/common/layout/SelfhelpArticleView.seam?inst_name=kent_student&article_id=8210-8096-4861.

FLASHCARDS

The FLASHcard is the form of identification that KSU students, faculty and staff need to access university facilities. You can obtain a FLASHcard by visiting room 104 in the Kent Student Center. The office is open, Monday through Friday, 8 a.m. to 5 p.m. For more information, call 330-672-2273 or visit the website at <http://www.kent.edu/flashcard>.

Your FLASHcard can be used as a debit card. Money can be added to the card through the FLASHcard office, online or other various on-campus locations. You can also add funds to the card at automated machines in the library. Funds added to your FLASHcard are called FLASHCash. Once you have added money to your FLASHcard, you can use it like a debit card at many locations, both on and off campus. For a list of businesses that accept the FLASHcard, visit <http://www.kent.edu/flashcard/locations>.

Your FLASHcard can be used to attend campus sporting events, campus entertainment events and to check out books at the library.

ONLINE PARKING PERMIT SALES

Parking services requires all students, including those employed by the university, to purchase a parking permit if they will be parking on campus. Visit <http://www.kent.edu/parking/commuter-permits> to see a list of permit prices and parking lots open to graduate student commuters. Purchase your parking permit as soon as



possible. The number of permits per lot is limited and popular lots tend to sell out quickly. Parking permits are only sold online via the Parking Service's website. Web sales generally begin two months prior to the start of fall and/or spring classes, and one month prior to the start of summer classes. Bookmark the following link to check for web sale dates and purchase a parking permit: <http://www.kent.edu/parking>. Before you purchase a permit, you must be registered for classes and have an active FlashLine account.

The following payment methods are accepted: American Express, Visa, MasterCard, Diners Club, Discover, and Electronic Check Payments. Permits may also be charged to your student account at the Bursar's Office. If you have questions regarding online registration, contact Parking Services at <http://www.kent.edu/parking>, parking@kent.edu, or 330-672-4432.

REGISTRAR

Register for classes by accessing the registration system through FlashLine. To register online, log in at <http://flashline.kent.edu>. Click on Student in the panel on then click on Dashboard to access registration information under "Check Registration Status." For help using FlashLine, log in to FlashLine and click on the "Help" tab at the top of the page. If you cannot access FlashLine, contact the Help Desk at 330-672-HELP (4357).

BOOKSTORE

The Kent State University Bookstore is operated by Barnes & Noble and features computers, textbooks, KSU apparel, general interest books, and magazines. Graduate Students with an assistantship receive a 15% discount on general books, clothing, and supplies at the University Bookstore located in the Student Center. **Note:** this discount does not apply to textbooks or other selected merchandise. See the bookstore for more details. To receive the discount, graduate assistants must also show University Bookstore employees their official letters of offer and a valid ID.

Bookstore hours are Monday through Friday, 8 a.m. to 5 p.m.; Saturday 11 a.m. to 4 p.m. and closed on Sunday. For additional information, visit their website at <http://kent.bncollege.com>.

Also in the bookstore, students can visit the Flash Technology Center (operated by the university, not Barnes & Noble). Students receive a discount of 10% on all Apple computers and the Apple Care warranty. A discount of \$20-30 is available on iPad purchases (not valid on iPods or accessories). The Flash Technology Center also can assist you with setup on all Apple computers as well as install Microsoft Office products. For repairs, students are encouraged to visit the Tech Spot located in the Tri-Towers Rotunda. The technicians are certified to work on Apple products, as well as PCs.

FINANCIAL AID

The Kent State University Student Financial Aid Office participates in Federal Work Study, student loan programs and also offers scholarships to assist students in funding their graduate education. Domestic students seeking financial assistance should complete the Free Application for Federal Student Aid (FAFSA) found at www.fafsa.ed.gov. Please use the Kent State federal school code: 003051. Some departments may



have stipulations about FAFSA. Speak to your department for specific requirements.

You can check your financial aid status; view outstanding requirements and important messages; review, accept or decline your awards; search for grants and scholarships; complete a student loan estimator or budget; and learn more about applying for financial aid by logging into your FlashLine account at www.kent.edu. For more information, please contact the Student Financial Aid Office at 330-672-4014 or visit www.kent.edu/financialaid. Some departments may have stipulations about FAFSA. Speak to your department for specific requirements.

BURSAR

Payment Options - To see tuition and fee rates, go to <http://www.kent.edu/bursar>. The Bursar's Office accepts cash, money orders, checks, Visa, MasterCard, Discover, American Express, or Diner's Club for tuition payments or fees. The methods of payment include:

- 1.) Electronic payments using a credit card, checking, or savings account can be made through <https://payonline.kent.edu>. Credit or debit card payments cannot be accepted over the telephone or in person. Please be advised: If you pay using a credit card, you will be charged a service fee.
- 2.) In-person at the Kent State College of Podiatric Medicine campus, the Bursar's Office on the Kent campus, or any Kent State Regional Campus. The Bursar's Office is open Monday-Friday, 8 a.m.-5 p.m. A drop box is available for payments dropped off after normal business hours.
- 3.) Mailed payments can be sent to Kent State University, Attn: Bursar's Office, P.O. Box 5190, Kent, OH 44242-0001. Checks should be made payable to Kent State University.

Student Refunds and the KSU Choice Card - All Kent State students are issued a KSU Choice Card once they register for classes. **The KSU Choice Card will be mailed to your permanent address five to seven days after your initial registration.** It is important that you log onto <https://ksuchoicecard.higheroneaccount.com> once you receive your card and make a refund selection. Students can choose from three different refund delivery options: direct deposit, paper check or the OneAccount. Failure to make a refund selection will result in a delay in receiving your student refund. Visit <http://www.kent.edu/bursar/student-refund-processing> for more information.

GETTING SETTLED

HOUSING

Information regarding housing off-campus is also readily available by contacting the Commuter and Off-Campus Student Organization at 330-672-3768 or online at <http://www.kent.edu/coso>.

PARTA (CAMPUS BUS SERVICE)

Bus Services are provided through the Portage Area Regional Transportation Authority (PARTA). Kent State students can ride PARTA's campus bus service routes for free on campus. Students also can ride the PARTA Interurban, Suburban, Black Squirrel, and Gateway routes for free by presenting their FLASHcard upon



boarding. Akron and Cleveland routes are also available for a small fare. For more information on bus routes (including the campus schedule for the fall or spring terms) and rates, visit <http://www.partaonline.org>.

LIBRARY

The Kent State University Libraries system (<http://www.library.kent.edu>) has expansive access to resources, including printed collections, e-collections, and multi-library collaborative efforts. KentLINK, OhioLINK, ILLiad, and a large collection of both general and field-specific databases serve as the primary search avenues for books, articles, films, microfiche and much more. Materials requested from the collections can be delivered to eligible department offices, picked up at the Kent Campus Library, Kent Campus Branch Libraries (such as the Map Library in McGilvrey Hall) or at Regional Campus Libraries. To access library services off-campus, you must install Kent State's Virtual Private Network (VPN): <http://www.library.kent.edu/help/connect-from-off-campus>.

University Libraries offers services to Kent State faculty, staff, administrators and graduate students taking statistical and qualitative courses. Assistance is available in the form of online documentation and tutorials, classroom instructional support, and personal consultations. For more information visit <http://libguides.library.kent.edu/statconsulting/access-to-software>.

WRITING COMMONS

Located on the fourth floor of the library, the Writing Commons is a great resource for writing at any point in the process. Writing sessions can be held in-person, online, or through email. To schedule an appointment, call 330-672-1787 or visit <http://www.kent.edu/writingcommons>.

WOMEN'S CENTER

The Women's Center mission is to facilitate the advancement of and to enhance the quality of the educational experience and professional life for women students, faculty and staff. The Center provides opportunities for leadership, awareness of women's health and wellbeing and support and referral for students in crisis. The Women's Center believes every woman has the right to pursue her potential in and out of the classroom. The Women's Center is located in the Carriage House off of Midway Drive and is open Monday through Friday, 8 a.m. to 5 p.m. For more information visit <http://www.kent.edu/womenscenter>, email wc@kent.edu, or call 330-672-9230.

OFFICE OF GLOBAL EDUCATION

Whether you are an international student interested in attending Kent State, or a current student who would like to study abroad, the Office of Global Education (OGE) can help you get the information you need to make it happen. The OGE plans, coordinates, sustains, and monitors the university's global initiatives, exchange programs, and support services for international students and scholars. The goal is to systematically contribute to Kent State University's efforts to prepare students with the knowledge, skills, and perspectives required of effective citizens in a global society. OGE is focused on International Student and Scholar Services, International Student Admissions and Recruitment, Education Abroad Programs and Advising, and International Initiatives. For more information, visit <http://www.kent.edu/globaleducation> or call 330-672-



7980.

STUDENT RECREATION AND WELLNESS CENTER

The Student Recreation and Wellness Center (SRWC) houses a state-of-the-art climbing wall, circuit fitness track, basketball and volleyball courts, racquetball courts, running and walking tracks, intramural athletics, and swimming pools. In addition, a wide variety of programs and services are offered, including league sports, instructional classes, massage therapy, personal training and more. A limited number of lockers are available to rent; contact SRWC if you are interested. Graduate student membership is based on credit hours and student status. For more information on activities and membership, visit <http://www.kent.edu/recservices/student-recreation-and-wellness-center> or call 330-672-4732.

ATHLETICS

Kent State University's athletics program includes baseball, basketball, cross country, field hockey, football, golf, gymnastics, soccer, softball, track and field, volleyball and wrestling. Kent State University has developed state-of-the-art facilities to support our student athletes: indoor and outdoor track and field facilities, gymnastics center, baseball stadium, convocation center, golf learning facility, soccer and softball fields, and many more. Kent State students can attend most of these events for free by presenting their FLASHcard. Please visit <http://www.kentstatesports.com> for additional information on ticket sales, team schedules, and highlights from the Golden Flashes athletes.

HEALTH INSURANCE

All international students taking at least one credit hour are **required to have health insurance** that is comparable to the coverage provided with the Kent State University sponsored student health insurance plan. For more information visit <http://www.kent.edu/policyreg/university-policy-regarding-international-students-requirement-have-health-insurance>.

While all international students at Kent State University are mandated to acquire health insurance through the Kent State University sponsored student health insurance plan, domestic students are strongly encouraged to have medical insurance as well.

For general information about student health insurance, hard waiver program, and services, visit the University Health Services website (<http://www.kent.edu/uhs>). For assistance contact the University Health Services Insurance & Billing Department at 330-672-8251 or email insbilling@kent.edu. For questions or concerns pertaining to the policy, you can contact UnitedHealthcare Student Resources at <https://www.uhcsr.com> or call 800-767-0700. Services at the Health Center are available to all current students and their spouses (for an additional fee) regardless of your health insurance coverage. For questions about fees for services, contact University Health Services Insurance & Billing Department at 330-672-8251.

UNIVERSITY HEALTH SERVICES

University Health Services at DeWeese Health Center is open to all Kent State students. The health center hours are Monday and Tuesday, 8 a.m. to 5 p.m.; Wednesday, 9:30 a.m. to 5 p.m.; Tuesday and Friday, 8 a.m.



to 5 p.m. Please note that the program hours are subject to change. For more information, visit <http://www.kent.edu/uhs> or call 330-672-2322.

WOMEN'S HEALTH CENTER

The Women's Health Center is located in DeWeese Health Center. Medical, psychological, x-ray, lab and pharmacy services including pap tests, birth control consultations, and testing for sexually transmitted infections, are available. For more information, visit <http://www.kent.edu/UHS/womens-clinic> or call 330-672-8264.

24 HOUR NURSE LINE

For non-emergencies, a nurse is available by phone to answer questions 24 hours per day, 7 days per week. You can reach the 24 Hour Nurse Line at 330-672-2326.

COUNSELING SERVICES

There are several options for mental health care on campus. The Counseling and Human Development Center (<http://chdc.educ.kent.edu>) in 325 White Hall provides free counseling services to Kent State students. The Psychological Clinic organized by the Psychology department is another option. For more information, call 330-672-2372 or visit <http://www.kent.edu/psychology/clinic>. While most services are free to students, the clinic accepts most forms of insurance. The services provided by both the Counseling and Human Development Center and the Psychological Clinic are administered primarily by graduate students with faculty supervision.

PSYCHOLOGICAL SERVICES

Psychological Services provides confidential mental health services to students including: crisis intervention; individual, couples, and group therapy; psychological testing; and substance abuse evaluation and treatment. In addition, consultation and education are provided for parents, faculty, and staff within the university community with concerns about the well-being of a student. Psychological Services is staffed by licensed psychologists and counselors, and by psychology fellows and graduate interns supervised by licensed clinicians. If you wish to speak with a licensed psychologist, contact University Health Services by calling 330-672-2487 or visiting <http://www.kent.edu/psych/students>.

IMMUNIZATION INFORMATION

The Kent State University immunization policy requires that students attending the Kent campus must provide proof of the following immunizations:

1. Documentation of two MMR vaccines given after one year of age and separated by at least one month
– or –
2. Documentation of one MMR vaccine within the last six years.

For more information, visit <http://www.kent.edu/uhs>.



International students from designated countries must have completed a tuberculosis screening test (TB/PPD/Mantoux) within the last 12 months. For more information about immunization requirements, visit <http://www.kent.edu/uhs/mandatory-immunizations>.

EMPLOYEE ASSISTANCE

Kent State University provides employee assistance through an external provider. The IMPACT program can assist with problems such as stress, anxiety, depression, child management, marital concerns or substance abuse. The program can provide assistance for child or elder care, financial or legal matters. IMPACT services are confidential and provided by credentialed professionals. All Kent State faculty, staff, and their family members are eligible to use IMPACT services. The IMPACT Employee Assistance and Work/Life Program may be accessed 24 hours a day, 365 days a year, at 800-227-6007.

IMPACT provides counseling services for individuals, families, and couples at convenient locations and times for all eight Kent State campus communities, and for employees and their families who live outside the eight-campus region. IMPACT provides up to six confidential counseling sessions, at no cost. If treatment or services needed go beyond the six sessions, IMPACT will make every effort to transition the client to a provider that participates in its network. For more information, visit either <http://www.kent.edu/hr/benefits/employee-assistance-program-impact-solutions> or www.impactemployeeassistance.com. The login to the site is "kent."

STUDENT ORGANIZATIONS

Information on student organizations, clubs and campus activities are posted weekly on the bulletin board in the Kent State Student Center (KSC). For a current list of registered Student Organizations, visit the Center for Student Involvement (CSI) in room 226 at the KSC. For more information, call 330-672-2480 or visit <http://www.kent.edu/csi>.

DIVISION OF GRADUATE STUDIES

Kent State University is a public research university that serves more than 6,000 graduate students enrolled in over 150 graduate degree and certificate programs in the [College of Architecture & Environmental Design](#); [College of the Arts](#); [College of Arts and Sciences](#); [College of Business Administration](#); [College of Communication and Information](#); [College of Education, Health and Human Services](#); [College of Nursing](#); [College of Podiatric Medicine](#); [College of Public Health](#); [College of Applied Engineering, Sustainability, and Technology](#); as well as the [School of Digital Sciences](#).

The Division of Graduate Studies works with graduate and professional students of all academic disciplines. The division collaborates with all academic colleges to provide services in the areas of admissions, orientation and professional development. For more information on the Division of Graduate Studies visit <http://www.kent.edu/graduatestudies>.

GRADUATE STUDENT SENATE

The Graduate Student Senate (GSS) is comprised of senators from all departments and programs on campus with graduate programs at the master's and doctoral level. GSS meets monthly meetings; its goals include improving graduate student life and research on campus through student initiatives and funding opportunities. GSS has funds for students through Domestic, International, and Research Awards; more



information and applications are at <http://www.kent.edu/graduatestudies/gss>. GSS hosts GradFest, a monthly social event in downtown Kent, for graduate students to socialize, enjoy some free food, and meet new people. GSS also hosts a Graduate Student Research Symposium every spring semester that provides graduate students with the opportunity to present their research through oral or poster presentations to their peers and faculty.

MAY 4

The tragic events of May 4, 1970 are ingrained in the history of Kent State University. The intervention of the Ohio National Guard at the campus protests against the U.S. troop invasion of Cambodia during the Vietnam War resulted in 67 shots being fired. Four students—Allison Krause, Jeffrey Miller, Sandra Scheuer, and William Schroeder—lost their lives on that day. Following these events, the Center for Applied Conflict Management (<http://www.kent.edu/cacm>) was established to promote nonviolence and other democratic values. The Kent State University Library provides a wealth of information and resources concerning the shootings, including the May 4 Resource Room on the first floor, the Special Collections and Archives (<http://www.library.kent.edu/special-collections-and-archives/may-4-collection>), which includes over 300 cubic feet of primary sources related to the shootings and their aftermath, and an Oral History Collection (<http://www.library.kent.edu/special-collections-and-archives/kent-state-shootings-oral-histories-0>) of more than 100 interviews with students, guardsmen, Kent residents, and more.

The May 4 Visitors Center, located in 101 Taylor Hall, opened in 2012 to tell the history of the shootings in the context of the political and cultural changes of the 1960s. Visit the website at <http://www.kent.edu/may4>, for current hours and more information. Students who wish to reflect on the events can also visit the May 4 Memorial located behind Taylor Hall, the B'nai B'rith Hillel marker in the Prentice Parking lot, and the four Prentice Parking lot memorials marking where the four students fell. A yearly commemoration is held each May 4. Check the May 4 newsroom (<http://www.kent.edu/may4/newsroom>) for information on these events.

LEGAL MATTERS

Student Legal Services (SLS) provides free legal advice for students in good academic standing who have paid their legal fee (\$10 per semester) for the current semester. For more information about benefits and eligibility, visit <http://www.kent.edu/sls>. The office of Legal Services is located in Acorn Alley in downtown Kent: 164 E. Main Street, Suite #203. Call 330-672-9550 for a consultation with an attorney.

OMBUDS

The primary goal of the Office of the Student Ombuds is to provide students confidential consultation in assisting with the possible resolution of any university-related concern, grievance, or appeal. Students work closely with the Student Ombuds in developing both informal and formal strategies that will assist them in resolving their university-related concerns. Over 500 students utilize services annually.

The Ombuds Office also works directly with faculty and staff, providing consultation related to university policies and procedures. It is an objective, non-biased operation that works toward developing a fair and equitable university community.



The Office of the Student Ombuds is located on the second floor of the Kent Student Center in room 250. Patricia Dennison, Interim Student Ombuds, can be reached at ombuds@kent.edu or by calling 330-672-9494. The [Kent State University Policy Register](#) is also available for guidance. For more information please visit <http://www.kent.edu/studentaffairs/student-ombuds>.

UNIVERSITY POLICY REGISTER

The official University Policy Register is a compilation of university policies, administrative policies, operational procedures and regulations, and governing documents at Kent State University. The official University Policy Register is part of the Ohio Administrative Code. The purpose of this register is to provide the university community with a source of reliable information and a foundation on which decisions can be made. It is the only common reference that all employees and managers have to determine their rights and privileges, as well as university limitations. All Kent State University policies are online in the official University Policy Register, <http://www.kent.edu/policyreg>.

GUIDE TO GRADUATE EDUCATION

The Guide to Graduate Education at Kent State University contains the policies and procedures applicable to the University's graduate education community. Although most of the information contained in the guide appears in the University Catalog and/or University Policy Register, the guide is intended to make graduate policies and procedures easily accessible to potential and current students, faculty, staff and administrators. The guide covers topics ranging from applying to a graduate program to graduating and is updated once each academic year. Information contained in the guide is crucial to effective planning and decision-making during your graduate training and you are strongly encouraged to refer to the guide often. You can access the full Guide to Graduate Education at Kent State University as a pdf at <https://du1ux2871uqv.cloudfront.net/sites/default/files/file/Guide%20to%20Graduate%20Education%20at%20KSU%2015-16.pdf>.

POLICE SERVICES / FIRE SAFETY SERVICES / DEPARTMENT OF PUBLIC SAFETY

Kent State University's Department of Public Safety offers a wide range of services to members of the campus community. Kent State Police Services is located in the Stockdale Safety Building on Summit Street. Police Services are open and available 24 hours a day, seven days a week. The Kent Campus Emergency 911 phone system is accessible from any phone on campus. The campus has over 30 Blue Light Phones and dozens of Campus Courtesy Phones available.

Kent State University Police Services are available for non-emergency requests by calling 330-672-3070 for help after hours. Responding officers will request your Kent State identification for verification.

The Department of Public Safety provides training, speakers, and programs on topics including Personal Safety, Fire Safety, Dealing with Difficult People, Workplace Violence, and Emergency Procedures. Contact them by calling 330-672-3070. You can find out more information about Police Services, including emergency plans, crime statistics for the Kent area, and the Campus Safety Bulletin at



<http://www.kent.edu/publicsafety/police-services>.

EMERGENCY PROCEDURES

A guide with information about what to do in the event of a variety of emergencies (ranging from a flood to a flu pandemic) can be found at: <http://du1ux2871ugvu.cloudfront.net/sites/default/files/emergency-procedures-brochure.pdf>.

CLASS CANCELLATION DECISIONS

Occasionally, weather conditions may delay classes or result in class cancellations while the offices remain open and campus operations continue. When classes are delayed or cancelled, employees are expected to report to work at their normally scheduled times so that the university can continue to operate.

If conditions warrant, class cancellations will be based upon logical designations of morning, afternoon and evening classes: Morning classes begin before noon, afternoon classes begin at noon or after, and evening classes begin after 4:15 p.m.

Given that weather conditions are unpredictable, the President or regional campus deans will strive to reach a decision on the university's status by the following times:

- 5:45 a.m. for morning classes and all-day cancellations
- 10 a.m. for afternoon classes
- 3 p.m. for evening classes

Information on class cancellations or university closings due to weather or other emergencies are available via:

- Kent State website: <http://www.kent.edu>
- FlashLine email
- Information line: 330-672-3000
- 1620 AM radio frequency (within the City of Kent)
- Flash ALERTS provide text messages to your cell phone (fees may apply). Sign up at <http://www.kent.edu/flashalerts>
- Check the E-Inside for a list of news media that carry school closing information (<http://www.kent.edu/einside/einside-july-11-2016>)

CLOSING THE KENT CAMPUS, REGIONAL CAMPUSES OR CPM CAMPUS

If this determination is made prior to day-shift reporting times, it is communicated to employees via the Kent State website at <http://www.kent.edu>. If closings occur during regular operations, information is communicated to employees by the executive officer in charge of his or her division, or by the regional campus dean. The Kent State University Information line at 330-672-3000 or Flash ALERTS can also provide you with information.



MOTORIST ASSISTANCE PROGRAM

If your vehicle or a visitor's vehicle becomes disabled while parked on campus, phone the Parking Services dispatcher at 330-672-4444. A Parking Services representative will assist you with a free battery jump start, vehicle unlock, gas transport or tire inflate. Services are limited to on-campus assistance and are provided at no charge. Hours of operation are Monday through Thursday, 7 a.m. to 11 p.m.; Friday, 7 a.m. to 6 p.m. Summer and break times may vary. Phone the Campus Police Department at 330-672-2212 if you need assistance after hours or during the weekend. The Parking Services Division is located in room 123 at the Schwartz Center. For more information visit <http://www.kent.edu/parking/motorist-assistance>.

ADDITIONAL ONLINE RESOURCES

EMAIL

Kent State University provides an email address for each student, which the student may keep even after he or she graduates. Email is the official form of communication at the university and should be checked regularly. Please note that any Kent State email may be forwarded to another address through FlashLine. For information about how to access your email account, contact the Helpdesk at 330-672-4357 or visit <https://www.kent.edu/techhelp>.

Your Kent State email account is hosted by Google and typically referred to as Kent State Gmail. You can access your Kent State Gmail through FlashLine by clicking on the email symbol in the upper right-hand corner of the page. Gmail offers many services: virtually unlimited storage capacity (7300 MB and counting), calendars, groups, and online document editing. For more information about Kent State's Gmail service, including forwarding instructions, visit [Gmail Quick Solutions](#).

BLACKBOARD LEARN

Blackboard Learn is a program available at Kent State to present courses and course information online. You can get more information about Blackboard Learn from <http://www.kent.edu/blackboard>. Use Blackboard Learn to post course documents, administer quizzes, submit assignments online, keep a gradebook, and enhance student engagement by using online blogs, journals, wikis, and discussions. Final grades can be posted on Blackboard Learn, but they must be submitted through Flashline for Faculty and Advisors in order for the grades to be posted to the students' academic transcripts.

If you are unfamiliar with Blackboard Learn, resources can be found at <http://www.kent.edu/blackboard/faculty-guides-using-blackboard>. To view the schedule of upcoming training workshops, visit <http://www.kent.edu/blackboard/training-workshops>. For 24/7 support, please call 330-672-HELP (4357).

FACEBOOK

"Like" the Division of Graduate Studies and GSO Facebook pages to stay up-to-date with news, events, and



announcements relevant to KSU Graduate Students. Visit <https://www.facebook.com/kent.grad.studies> and <https://www.facebook.com/Kent.State.GSO>.

TECHNOLOGY HELP

Technology assistance is available to you through a 24/7 help line and online support: 330-672-HELP (4357) or <http://support.kent.edu>. The Tech Spot on the Kent Campus provides in-person support for your personally owned technology. Technicians provide professional service at an affordable price. Services include virus and spyware removal, software troubleshooting and organization, data backup and recovery, hardware installation and repair, Apple and Dell authorized warranty service and mobile device troubleshooting. The Tech Spot is located in the Tri-Towers Rotunda on the Kent Campus during semester hours. For more information visit <http://www.kent.edu/techhelp>.

Kent State University has a campus agreement with Microsoft that allows students, faculty, and staff to get Microsoft Office, operating system software, and other programs for free. Visit <https://kent.onthehub.com/WebStore/ProductsByMajorVersionList.aspx> for more information. Login with your FlashLine user ID and password.

For additional information, visit the Information Services website at <http://support.kent.edu>. Free and discounted software is also available: Microsoft Security Essentials antivirus software for personal computers, Kent State Google Docs, Adobe Creative Suite, statistical and research software including SPSS, SAS, JMP, and Qualtrics, Mathematica, and KSU-VPN.

BEING A GRADUATE ASSISTANT

LENGTH OF APPOINTMENT

A typical graduate appointment is for two semesters beginning with the Fall Semester. To receive ongoing support (stipends, tuition waivers), graduate assistants (GAs) must perform satisfactorily by maintaining a cumulative grade point average of at least 3.0 and progressing toward completion of degree requirements, in both their academic endeavors and in other assigned duties. Your competency in completing duties assigned to you must meet at least minimal criteria as established by your graduate department/school/college. Reappointment is contingent upon available funding, academic achievement, and graduate assistant performance. If you have a concern about reappointment, contact the graduate coordinator in your respective department.

STIPENDS AND DIRECT DEPOSIT

Paychecks are received twice a month, on the fifteenth day and thirtieth day (or a day or two earlier if these dates fall on a weekend or a holiday). This payment schedule applies only to stipends paid during the regular academic year. It is important to note that taxes will be withheld from your stipend. The payment schedule may be viewed at <http://www.kent.edu/payroll/payroll-schedules>.



OTHER EMPLOYMENT

Full-time graduate assistants may NOT accept any other paid employment with the university while under contract for either the academic year or summer semesters. Appointees seeking a waiver of this rule must obtain the approval of their college dean and the Dean of Graduate Studies by completing the Request for Additional Employment form that is available through FlashLine under Student<Resources<Requests and Authorizations. Please note that all requests received AFTER employment has started will be denied for that semester.

STUDENT CONDUCT

Graduate students are expected to comply with the Kent State University Code of Student Conduct. Students are subject to dismissal or suspension for violations of the code, which is explained in the website provided by the Office of Student Conduct at <http://www.kent.edu/studentconduct/code-student-conduct>.

Regarding academic fraud, students are expected to conduct their own research, write their own papers, and to complete their own work according to standards set by faculty members, departments, schools, and colleges at the university. Additionally, cheating or plagiarism will not be tolerated. For the official University Policy regarding academic honesty, visit <http://www.kent.edu/policyreg/administrative-policy-regarding-student-cheating-and-plagiarism>.

OCCUPATIONAL SAFETY AND HEALTH AGENCY

If a safety issue arises in the workplace, individuals are urged to promptly contact the Division of Research and Sponsored Programs <http://www.kent.edu/research>.

CENTER FOR TEACHING AND LEARNING

The Center for Teaching and Learning (CTL) is a free resource available for all graduate students and faculty. Located in 217 Moulton Hall and open Monday through Friday from 8:00 a.m. to 4:00 p.m., the CTL offers personal consultations on teaching and technology issues ranging from web design to tools for assessment. You can visit the CTL to schedule a consultation, to peruse their large collection of print and electronic resources related to teaching and professional development, or to attend one of many workshops that the CTL sponsors during the school year. Information about the CTL and the services they provide can be found on their website, <http://www.kent.edu/ctl>, by emailing ctl@kent.edu, or by calling 330-672-2992.



CONFERENCE AND CONVENTION ATTENDANCE

Conferences are great networking forums that allow you to meet others and learn about current practices and pathways in your field. Presenting also allows you to share your own work and ideas and helps to develop your presentation skills, which are important for oral examinations, job interviews, and classroom settings. There are many ways to get involved besides attending or presenting, including: organizing a session or panel, reviewing proposed presentation papers, or participating in forums and panels (as a moderator, panelist or speaker).

Many departments encourage graduate students to attend conferences and conventions. Some departments offer funding for travel. Consult your graduate coordinator or advisor for more

information. Financial assistance may also be available through Graduate Student Senate (GSS) for conference travel. Visit the GSS website for more information on funding opportunities

<http://www.kent.edu/graduatestudies/gss>. Some conferences also offer travel funds for graduate student attendees. Check with the conference organizers for more information.

Each semester, the Graduate Student Senate (GSS) offers funding to graduate students who are presenting at or attending professional conferences in the U.S. or abroad. To apply for funding, visit:

<http://www.kent.edu/graduatestudies/gss-awards>

When presenting, keep in mind the following:

- Presentations usually adhere to a rather strict time-schedule. Thus, be certain your presentation does not run over the allotted time.
- Your presentation may be only a brief snapshot of a greater project, but in that brief snapshot draw out the main focus and impetus of the project as a whole.
- Include supplementary materials when necessary but keep them brief and to-the-point.
- Be prepared for follow-up questions.

Advice for public-speaking settings:

- Prepare beforehand by reading your essay aloud (some people find reading in front of a mirror helpful). This can help gauge your pace and time.
- Project your voice (loudly and clearly).
- Make eye contact from time-to-time.
- Be confident! Your work is interesting and important, and confidence emphasizes this.

HANDLING DIFFICULT SITUATIONS WITH YOUR SUPERVISOR

If you have a complaint against your supervisor and do not feel comfortable discussing it with him or her, contact your graduate coordinator or chair of the department. Also, remember that Kent State has the Student Ombuds, the Office of Equal Opportunity and Affirmative Action, and the Vice President for Human Resources in case you feel you must go outside of your department.



RESEARCH

RESEARCH AND SPONSORED PROGRAMS

It is important for you to become acquainted with information regarding research activities at Kent State University. Research and Sponsored Programs serves as the hub of information, policies, and services for the campus community. Visit their website at <http://www.kent.edu/research> for important information on:

- Funding opportunity information
- Grant proposal assistance
- Required proposal submission forms
- Award administration
- Travel/per diem rates
- Grant writing workshops

Note that some grants must be administered through the Division of Research and Sponsored Programs. Check with the grant-awarding-agency for specifics on grant procedures.

THE OFFICE OF RESEARCH SAFETY

Your research must comply with university policies regarding the use of human subjects, the care and use of animals, and the management of hazardous materials. If your work involves such factors, you should pursue information in your department and through the Office of Research Safety. Work involving human subjects must be approved by the university's Institutional Review Board (IRB) (also note that if you are teaching a class and your students want to engage in a project involving human subjects—i.e. interviews or surveys—you will also need to get IRB approval). For appropriate forms and more information, visit the Research Safety and Compliance website at <https://www.kent.edu/compliance/research-safety-and-compliance>. For an overview video of the IRB process, see <https://ksutube.kent.edu/playback.php?playthis=tq5tifv5f>.

According to the IRB's website, "CITI training will be required for all investigators submitting applications to the IRB as of July 1, 2009." CITI training consists of modules relevant to your research and its use of human subjects (biomedical, social or behavioral, or minimal risk). These training modules are offered online and can be found on the IRB website.

For Institutional Review Board (IRB) information and Institutional Animal Care and Use Committee (IACUC) and laboratory safety issues, contact Tom Bialke at tbialke@kent.edu. For information on the disposal of biological waste, contact Donald Head at dhead@kent.edu or Dennis Baden at dbaden@kent.edu.

THE RESEARCH PROCESS

As you conduct research, you will be looking for opportunities to share your work with others in your field. Not only is this an enjoyable process in terms of joining a disciplinary research community, but it is also vital to your professional growth and employability.

Whether you are earning a master's degree or a doctorate, it is important that you begin to explore and focus



your research interests early in your program. Much time is needed to form productive relationships with mentoring faculty, conceive and conduct projects, and produce and submit academic papers for publication. Consider joining professional associations/organizations within your field, which may have resources for graduate students, including grants, publishing information, conference lists and employment services.

Planning ahead will allow you to meet deadlines, seek travel funding, and make your academic and professional progress go smoothly. Furthermore, attending and presenting papers at professional conferences at the regional, national, and international levels helps build professional contacts, increases knowledge of your field, and demonstrates your commitment to research. It can also be fun traveling with faculty and other graduate students.

GSS also offers Research Award funding for graduate students working on a university-approved thesis or dissertation. For forms, visit <http://www.kent.edu/graduatestudies/gss>.

FOR RESEARCH ASSISTANTS

RESEARCH ASSISTANTS INSIDE AND OUTSIDE THE LABORATORY SETTING

- Lab Research Assistants (RAs) usually work on specific projects that have funding. For instance, if a professor obtains a grant from an organization such as the National Science Foundation (NSF), that professor hires graduate students to work in the lab on the project.
- RAs tend to have more flexible schedules than TAs, although the standard commitment of *approximately* 20 hours of work per week (for full-time graduate assistants) is the same. As an RA, you may be permitted to choose when you work, whereas a TA has a course time that is already decided by the Registrar.
- The duties of non-lab RAs are typically up to the advisor. Non-lab RAs can have a multitude of duties, ranging from grading papers or writing grant proposals, to doing administrative jobs for your professor (e.g., photocopying handouts, grading quizzes, and assignments).
- You may be asked to work with undergraduate students. This could range from supervising their work to training them. You could also be asked to manage a research lab that includes undergraduate students.
- Literature reviews are another common assignment. These are used mainly during the conception and design stages, but will need to be updated before research goes to print. The literature review will then be useful in the introduction section of a paper.
- You might be asked to work with quantitative or qualitative data.

CONDUCTING RESEARCH

The scientific method, outlined below, is generally followed in all disciplines and types of research.

- Define the question
- Research the question/topic
- Generate a hypothesis



- Collect data
- Analyze and interpret data
- Report results and limitations

You may be asked to help in all aspects of research, such as hypothesis development, experimental design, data collection, data analysis, presentation, and publication of data.

GETTING HELP WITH RESEARCH

Prior knowledge of statistical analysis software may have been a requirement for your position, but if you are uncertain of how to do something, do not hesitate to ask your supervisor. Your supervisor would probably rather you do the experiment correctly than do it incorrectly because you did not ask for assistance when you needed it. You could also ask your supervisor for suggestions about books or other ways to refresh your knowledge or to learn about whichever software system you will be using. The library offers classes and workshops on statistical software. For more information, visit

<http://www.library.kent.edu/about/departments/statistical-consulting>. You may also contact the statistical consulting lab at statconsulting@kent.edu or 330-672-8548. Individuals are also welcome to email Kristin Yeager at kyeager4@kent.edu, who works in the library as the Manager of Statistical and Qualitative Software Consulting. SAS, SPSS, and JMP are available on most public computers on campus. Students interested in purchasing software packages for their personal computers have several options:

- **SAS:** Students can have SAS installed on their personal computers for free. Interested students should fill out the SAS Home Use Request Form at <https://docs.google.com/a/kent.edu/forms/d/1nVV7Dm5p1zV-hGDICzuG3DBzXzJALnenFsF8Lf31vn4/viewform?formkey=dHZRaGZFRUVUbGJwdEE2MEdaOXdsWFE6MA#gid=0>.
- **JMP:** Students can download JMP for free through Kent State's e-academy.com page, <http://kent.e-academy.com>.
- **SPSS and Minitab:** Students can purchase SPSS, SPSS Amos, or Minitab through Kent State's e-academy.com page, <http://kent.e-academy.com>.
- **Stata:** Kent State students may purchase Stata at a reduced rate through Stata Campus GradPlan, <http://www.stata.com/order/new/edu/gradplans/campus-gradplan>.
- **NVivo:** Students interested in NVivo should contact Ron Dear at rdear@kent.edu for more information.
- **GPower:** Anyone can download and install GPower on their personally-owned computers for free from the Universität Düsseldorf official website at www.gpower.hhu.de/en.html.
- **R:** Students can download R and RStudio for free at www.r-project.org or www.rstudio.com/products/rstudio.

PROFESSIONAL RELATIONSHIPS WITH YOUR SUPERVISOR

- Your research will most likely be conducted as one part of a larger study funded by your supervisor's grants. You could, however, be asked to manage an entire project with minimal supervision.
- Your supervisor will likely ask for your input during many stages of the research process.
- Your supervisor may ask you what your research interests are, but you will likely be involved mainly in research that is part of his/her interests at first. However, letting your supervisor know your specific



interests could benefit you in the future when your supervisor might have a new project under way that aligns with your interests. You also may have been assigned to a supervisor whose interests match yours closely, but if you have not, be sure to keep an open mind. Learn about what is currently being done in your department and about the research process to better yourself. You can always use the skills you learn now in your own work down the road.

- No matter how much independence you are given on a project, your supervisor is ultimately responsible for your project. This applies not only to your findings and any publications or presentations, but also to any problems that may arise during the research process.
- Although your supervisor is ultimately responsible, do your best to communicate effectively with him/her to minimize the potential for any tensions to arise from ambiguous information or unclear goals for projects, research assignments, etc.
- The research you conduct with a supervisor may provide you with a starting point for a dissertation.

GENERAL CONTENT IN PRESENTATIONS (POSTER OR SLIDESHOW) AND RESEARCH ARTICLES

- Background/literature review
- Purpose of the current study
- Research questions
- Method
- Results
- Discussion
- Limitations
- Implications for research and practice
- References
- Appendices

TIPS FOR CONDUCTING A LITERATURE REVIEW

A literature review involves using information from published work that is related to a topic. A general outline of the process is listed below, and steps 1-3 guide choices that follow. The steps look sequential; however, it is often an iterative process that gradually produces a completed product. Document your process, the changes you make, and what your reasons are for your process, steps, changes and other revision, if appropriate.

- Know your "end product." Literature reviews can introduce sections of larger projects. Literature reviews can also be the whole end product. At the university level, these are found in course papers, master's theses, doctoral dissertations, research articles, etc.
- You should know or clarify what the review is for, and you may have several purposes; for example, to provide a pro and con discussion, or to "integrate" or "summarize," etc.
- State your research topic (or question); or, make a first attempt to get the process going.
- Develop a 'search plan for your review.' What strategies are you going to use to find information?
- Search the literature, and choose sources that seem to have valuable information on your topic.
- Choose the exact information you want to use, to discuss, or to develop in your review.
- Write drafts of 'the paper.' Work with the information you selected to develop the 'review' (e.g., summarize, synthesize, etc.); and cite the sources used.



- Your finished product is an introduction, paper, chapter, article, etc.

Visit <http://libguides.library.kent.edu/litreview> for more information on researching for and writing a literature review.

FOR GRADUATE ASSISTANTS WITH ADMINISTRATIVE RESPONSIBILITIES

ROLES AND RESPONSIBILITIES

As a Graduate Assistant (GA) with mainly administrative duties, your supervisor could be a faculty or staff member or a departmental secretary. You will likely be involved in general administrative tasks. These may include:

- Answering and directing phone calls and emails
- Making copies or flyers
- Organizing departmental display cases
- Managing websites or social media accounts
- Editing documents
- Using word processing, spreadsheets, and other software
- Operating copy machines, fax machines, and telephones with multiple lines
- Overseeing schedules and calendars
- Assisting with meetings
- Maintaining electronic and physical files
- Inputting information into Banner
- Working with multiple supervisors
- Engaging in basic research

TIPS

- Understand your responsibilities as a GA when signing your contract. Individual departments have particular expectations, and understanding these upfront with written documentation is encouraged.
- Do not be afraid to ask questions. This includes asking for help with the copy machine when you cannot figure out how to copy pages from a book, or when the fax machine is jammed.
- Maintain confidentiality at all times, particularly for anything discussed during meetings. You may also be asked to sign documents and policies affirming confidentiality; although documents will vary depending on the department (for instance, FERPA or HIPAA). For more information on FERPA, visit the section on FERPA on p. 42. For more information regarding HIPAA, visit <http://www.hhs.gov/ocr/privacy/hipaa/understanding>.
- You will likely have an IT department either in the building or nearby. For instance, sometimes your supervisor may ask you to do something in a word processing program that you think is impossible, but the IT department might know a solution. Also, do not forget about the Help Desk, 330-672-HELP (4357).
- If you are lucky enough to have a copy machine with a built-in stapler, use it. If your department does



not have one, make sure you select the collate button before hitting print.

- All departments across campus would like to save money whenever and wherever they can. When possible, ask your supervisor if it would be acceptable to make double-sided copies to reduce the amount of paper consumed.

FOR TEACHING ASSISTANTS

FORMS OF ADDRESS

It is often difficult for new Teaching Assistants (TAs) to determine how their students should address them. You should ask experienced TAs in your department or your advisor what the norms are for your department. Also, make sure you are comfortable with what students are calling you. If you are a younger TA, you may want to remain more formal by using Mr., Ms., or Mrs., in order to maintain distance between you and your students. You may have students call you by your first name if you are comfortable with this and your department approves. Be aware, however, that some students may not feel comfortable with a less formal approach and may prefer to use a formal address.

PROFESSIONAL CONDUCT

TAs are expected to present themselves with an acceptable level of ethical conduct. Your job is to encourage proper learning habits and to foster the pursuit of knowledge; you are going to be a role model for undergraduates. It is important that you come to class well-prepared, on time, and ready to treat each student equitably and respectfully. This attitude will be more apt to foster reciprocity from your students. To assist you in these responsibilities, the Digest of Rules and Regulations for the University can be found in the current University Directory of Departments and Services, or online at <http://www.kent.edu/policyreg>.

REFLECTIVE TEACHING

Teaching at the college level is an opportunity afforded to a select few, and it carries with it an appropriate responsibility. Many new TAs have a feeling of trepidation about going in front of people to discuss material with which they themselves may not be entirely familiar. This sentiment is completely normal for first-time TAs, and you are not expected to have every answer to every question. However, you should do your best to help students find the answers they seek. If you encounter a difficult question, or one you do not feel comfortable answering, let the student know you will look into it, and then consult your lead course instructor, your supervisor, or another trusted faculty member in the field. To become a professor, you must be prepared for the role of a thinking professional. Remember that you will not develop your own teaching style in a few weeks. Such professional growth takes years of teaching. Nevertheless, you should begin the process of “becoming a teaching professor.” To do so, recognize and balance these three influences:

- *Pre-reflection:* As you plan your lesson for the day, reflect on what you will do or say. How well does it match up with your theories of teaching and learning?
- *Process:* During the lesson, actively reflect upon what’s happening. What’s going well? What needs to be changed later on?



- *Post-reflection:* When the lesson is over, spend some time assessing it. What went well? What do you need to change to improve it?

This model suggests a beginning point for new TAs, but the order of priority (or importance) of the three influences on your teaching style will change as your career develops. Research has found that self-concerns are predominant in new teachers, but with time; subject and program concerns take precedence. With the experienced teacher, however, the impact on students usually becomes the foremost concern. It is important to assess and examine your own teaching style and abilities, then set personal goals for change or refinement. Requesting an advisor or faculty member to observe your class and provide feedback is a good way to obtain outside opinions on your teaching, as well.

TEACHING TOOLS

CLASS SYLLABUS

For every class you teach or assist with, a course syllabus should be handed out, emailed to the class, and/or put online. As a starting point, ask experienced TAs or faculty members in your department for sample syllabi they have used in the past. New graduate students are encouraged to develop their own syllabi under the direction of their supervisors. The syllabus is a contract between you and the students to convey not only what is expected of them, but also what they can expect from you. Should changes be necessary during the semester, make certain they are clearly explained in order to minimize any confusion and anxiety. Your syllabus should be clear regarding assignment responsibilities, exam preparations, grading, and project due dates. Most of your students should be able to remember what you have stated, but it might help to say, "Are there any questions about what you are to do for the next class?" Check with department secretaries to see if department faculty have any syllabi on file for you to consult.

HALLMARKS OF AN ACCEPTABLE SYLLABUS

Name of instructor

Contact information, including phone, email, office & mailbox, department fax

Office hours

Course, section, and CRN numbers

Required text and other materials

Course description and objectives

Course activities

Grading procedures and expectations

Attendance policy

Statement of ethics and academic honesty (The KSU university policy in regards to cheating and plagiarism can be found at:

<https://www.kent.edu/policyreg/administrative-policy-regarding-student-cheating-and-plagiarism>

Course outline, usually organized by weeks with a disclaimer stipulating that the outline is subject to change due to any unforeseen circumstances

Statement concerning students with disabilities

University policy on disability (see below)

University policy on registration (see below)

Sample Registration Requirement Statement: The official registration deadline for this course is September 6,



2016. University policy requires all students to be officially registered in each class they are attending. Students who are not officially registered for a course by published deadlines should not be attending classes and will not receive credit or a grade for the course. Each student must confirm enrollment by checking his/her class schedule (using Student Tools in FlashLine) prior to the deadline indicated. Registration errors must be corrected prior to the deadline.

Sample Students with Disabilities Statement: University policy 3-01.3 requires that students with disabilities be provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact the instructor at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through Student Accessibility Services (contact 330-672-3391 or visit <http://www.kent.edu/sas> for more information on registration procedures).

OFFICE OF STUDENT ACCESSIBILITY SERVICES (SAS)

SAS provides assistance to students with varying degrees and types of disabilities to maximize educational opportunity and academic potential. Types of disabilities that students have who are served by Student Accessibility Services include mobility impairments, visual impairments, hearing impairments, speech impairments, specific learning disabilities, attention-deficit hyperactivity disorder, chronic health disorders, psychological disabilities, and temporary disabilities. Students seeking services must provide documentation of their specific disability to SAS at the beginning of the course. Although a student may be eligible for services, specific accommodations are not extended by Student Accessibility Services unless they are requested. A student has the right to use all or only a few of the accommodations available or to completely refuse special help. To contact Student Accessibility Services, call (330) 672-3391. For more information visit the website at <http://www.kent.edu/sas>.

STUDENTS REGISTERED WITH STUDENT ACCESSIBILITY SERVICES

Will provide you with an accommodation letter from the Office of Student Accessibility Services. This letter will list specific accommodations that must be provided for the student. If you have questions regarding specific accommodations that a student is entitled to receive, contact the SAS office as soon as possible. Accommodation letters and/or any information provided to you by the student regarding their accommodations or disability is strictly **CONFIDENTIAL** and should only be discussed between you and the student.

Please note that eligibility for disability services at Kent State University is based upon documentation. Contact or visit the Office of Student Accessibility Services for more information: Office of Student Accessibility Services Ground Floor DeWeese Center, (330) 672-3391, <http://www.kent.edu/sas>.

PREPARING DISCUSSION/LECTURE NOTES

There is perhaps nothing more boring in higher education than listening to an instructor read verbatim from a textbook. This is not teaching, it is reading. *Remember, there is nothing more contagious than enthusiasm except a lack of it.* Hence, you must create a plan for communicating and teaching effectively in class. The



following suggestions will save you time and help you come across well, and present well, to students.

- Restate important or obscure points. Students hearing new material for the first time do not always get it with the first articulation.
- While you should keep to the material of the textbook, add insights from other sources, with references when appropriate. Newspapers, professional journals, and other articles can greatly enhance your discussion.
- Go over your notes before class. Speak them out loud, emphasizing meaningful points. If they do not sound good to you, you can imagine how they will come across to your students.
- Do not try to discuss too much material at once. Make provisions in your notes to ask questions and solicit responses from students.
- If your class is to be given in a laboratory—or if you are going to use audiovisual (A/V) equipment—run through the experiment or test the A/V apparatus before the class.

FLEXIBLE LESSON PLAN

A benchmark of effective teaching at the college level is the development of a convincing lesson plan. Using the suggestions given, you can create and follow useful and systematic lesson plans. Remember that communication in a classroom is a two-way process. It is up to you to create the classroom dynamic whereby students and TA are involved in a total learning process. This involves not only the articulation of ideas, but also a periodic reassessment of whether students are grasping your messages. Understanding this input, output, and feedback system can facilitate you putting together an effective lesson plan.

PROCESSING AND ASSESSING LEARNING ACTIVITIES

Any activity used in the classroom, or assigned for outside of it, should be designed and used with care. It is to be a “structured learning activity” with a clear educational purpose. Each such activity should follow an organized sequence that allows processing what was learned from it—such as the EDIT model:

- Experience the activity
- Describe what happened and what was observed
- Infer principles, theories, and hypotheses
- Transfer to other situations in life

An effective Teaching Assistant should be able to...

Atmosphere

1. Establish a climate in which students will want to participate and learn.
2. Form good rapport with students.
3. Help students overcome anxiety as an obstacle to learning.

Goals

4. Identify students’ goals, learning needs, and learning styles.
5. Define course goals in terms of the performance expected of students and how it is to be measured.
6. Implement course goals in planning activities geared to produce the desired learning.
7. Flexibly guide discussion to produce varying degrees of topic-focus versus open-endedness.



8. Incorporate student needs and interests in how class time is used.

Direction

9. Provide opportunities for students to participate in class.
10. Introduce topics that will engage student interest.
11. Encourage students to discuss directly with each other.
12. Ask follow-up questions which will stimulate students to elaborate, clarify, and/or support their statements.

Thinking Organization

13. Organize and present material in ways that help students learn.
14. Present and discuss material at varied levels of difficulty and complexity.
15. Ask questions or pose topics which will stimulate students to “learn to learn” and become more self-sufficient.

Response

16. Reward students effectively, so that they become increasingly willing to learn and participate.
17. Correct students in such a way that they remain involved, rather than withdrawing or otherwise reducing their efforts.
18. Inform students about their performance in ways that will help them learn.

Feedback

19. Read nonverbal cues as to better understand students’ feelings and attitudes.
20. Elicit students’ reactions as to how the class is working out so that improvements can be made.

Reprinted with permission from Andrews, J. Teaching Assistance: A Handbook of Teaching Ideas. TA Development Program, Univ. of California San Diego, 1982.

GETTING STARTED IN THE CLASSROOM

Here are a few ideas to establish an appropriate professional relationship with your students:

- **Learn the names of your students.** This is one of the most productive ways in which to build rapport with students. If you have a small class, learning all the names should take little time, perhaps two or three class meetings. If your class is large, however, more effort on your part is needed. You can tell the students they may sit wherever they choose, but you would like them to stay seated in those seats for the first few classes, then you can connect faces with names. The climate is more positive when students are addressed by name.
- **Briefly state your background.** Tell the students not only your name, but who you are (something you feel comfortable sharing about yourself), and how you intend to operate this lab, class, or tutorial. Mention that you cannot achieve your goal of teaching well without their support. This method of introduction can really break the ice at the onset.
- **Do not be judgmental.** Although you want to know something about your students' capabilities, do not prejudge either the students or their apparent aptitudes. Treating students equitably means not creating barriers to learning because of a student’s sex, race, color, sexual orientation, or religious background. Not only is this the law, it is also common courtesy. Most of these young people are just



that: young, impressionable, untested, and somewhat naive about the world at large. Although you should not intentionally offend students, do not be fearful of discussing potentially controversial topics relevant to your material.

- **Provide reinforcement.** Develop the habit of giving positive reinforcement to students, especially when they answer questions. If a student has not really answered your question specifically, try to build on it: “Hannah, can you build on what Felice said?” Or perhaps you might say, “Jason, you’re close, but can you get closer to what I am looking for here?” Compliment students who make the effort to answer a question, and do not scold or otherwise ridicule any student who says, “I don’t know!”
- **Carry through with a building approach when grading exams and papers as well.** You might have had a class in which the professor rarely, if ever, wrote comments on papers or in blue books, thus leaving you in the dark as to how you might have improved on your work. Positive reinforcement can and should take the form of constructive criticism as well, especially on written work. Note: you can lose respect by giving either all positive or all negative criticism.
- **Open your doors to students.** Announce to your students that you will hold office hours to go over their performance in the classroom. Be sure to keep those times! Additionally, when a student comes to see you, focus on classroom performance to ensure the student understands the role of office hours in their academic development.
- **Be available for appointments outside of office hours.** Be careful of student demands on your time, but be willing when conditions warrant it. You are not expected to be available to your students anywhere and anytime; you do not have to give out your home phone or interrupt your work in the library to help a student. Give them your ground rules on limits of time and place, and then keep your roles in balance.
- **Keep a sense of humor.** Humor can relieve stress. Some TAs tell a joke at the beginning of class; others get the attention of their students with anecdotes about politics or “the human condition.” Whatever your choice, humor is infectious and can instill a sense of liveliness in the classroom. But do not get carried away with joking around. Find a comfortable balance between humor and learning.

Once the semester is under way and you have overcome any initial worry about teaching, focus on sharpening your delivery while guiding discussions.

STUDY GUIDES

Referring to prepared study guides often helps undergraduate students. These are abstracts of material covered—or to be covered—that are well organized and succinct in nature. They can be handed out prior to tests, or at the end of the semester as a basis for comprehensive review. Note, however, that these guides are not a substitute for weekly preparation on the part of the students.

UNDERGRADUATE RETENTION RATES

Most of the students with whom you will come in contact will be undergraduates. Not all students learn at the same pace, nor will they all progress at the same speed toward completion of their degree. At Kent State University, the first year attrition rate for new freshmen is approximately 31 percent. This means that nearly 1 in 3 freshmen will fail in his or her attempt to get through the first year of college at this campus. For some



under-represented groups of students, this figure is even higher (from Kent State University Academic Assessment and Evaluation Services). Given these trends, it is essential that you play your part in helping to educate the new student. Undergraduates look to instructors and staff for assistance and guidance as they set out on uncharted waters. Your job is to energize and encourage, as well as to educate.

STUDENT EVALUATIONS: THE STUDENT SURVEY OF INSTRUCTION (SSI)

All Kent State students evaluate their instructors in the final weeks of the semester. As an instructor, you should receive a packet of these evaluations to distribute to your students. Evaluations contain questions selected by the department to determine students' perceived effectiveness of an instructor, a course, course materials, and/or the physical classroom (Note: You cannot administer the evaluation yourself. Instead, ask for a student volunteer). You should receive a summary of your SSI results the following semester. If you have a teaching portfolio, consider adding your SSI results for each semester that you teach so that you have evidence of teaching effectiveness when you enter the job market.

If you would like to solicit additional student feedback to improve your teaching, you may design your own evaluation to distribute in addition to the SSI. Consult your department for more information.

EVALUATING AND GRADING

GIVING EXAMINATIONS

You will probably give a quiz or examination sometime during the semester, and the way that you put the test together can either facilitate the learning process or hinder it. First, remember that the purpose of the exam is to evaluate a student's understanding of the course to date. It should not be an adversarial situation pitting you against them. Second, you should note that some students will not do particularly well despite the amount of effort you put into your teaching. Third, you can increase the probability that students will test well by handing out a study guide (refer to the Study Guides section) or by some other method of review prior to taking the test.

The examination should be designed with the course content and the size of your class in mind. In other words, will your exam be comprised of essay questions, matching, multiple choice, or completion questions? You are the person who will probably grade them, so structure the examination format accordingly. Most importantly, students should know the general content and format of the exam. To better understand how to help your students prepare for an exam, try to recall how your own undergraduate exams were organized and how the professor gave you some idea of what to expect.

On the matter of grades and credit for classes, please note that Kent State University has a "Repeat for Recalculation" system that allows students to retake 10000 and 20000-level classes in which they graded low or failed and have the improved grade replace the former grade, both on the student's transcript and as it affects the student's overall GPA. Therefore, students do have a "second chance" option if they do not do well in your class. Additionally, any student can retake a 30000 or 40000-level course to receive credit for



graduation. However, the credit hours will not count towards the student's total and the lower grade will still calculate into the student's overall GPA.

PUTTING A TEST TOGETHER

Assembling an exam that effectively tests students' knowledge takes some degree of skill. Here are some ideas:

- Before the test, be explicit about the objectives of the exam.
- Write the test questions clearly and succinctly.
- Avoid True/False questions (often either guessable or ambiguous) and use a mix of types of questions if possible.
- Evaluate students only on material that you have covered or for which you hold them responsible.
- Make up different forms for each section you are teaching so that the possibility of sharing information is minimized.
- Make certain that the exam can be taken within the time period of the normal class. Note that the time period for final exams is longer.
- Choose a test format that balances how you want to evaluate the students with the time it will take to grade the exams. Essay questions can be useful, but are probably not efficient for a class with more than 30 students.
- You might require students to purchase Blue Examination Books (blue books) at the University Bookstore. They can also occasionally be found in the lobby of the Student Organization offices on the first floor of the Kent Student Center or at the library. If you use these, always bring a few extras to the class. You can also use Scantron sheets which can be then processed at the library (the Scantron office is located on the first floor, just past the elevators).

When administering the test, tell students they should be able to finish the exam in the time allotted. Stay in the classroom and walk around to minimize the temptation of cheating. You can answer questions about the structure of the test, or the wording of a question, but do not give "hints" on how to answer any question.

GRADING

When it comes time to grade, give yourself plenty of time to evaluate the quiz or exam, especially for essay tests. The following are some helpful suggestions on grading to increase fairness and objectivity.

- Ask students to use the last four digits of their student ID numbers on tests, instead of their names.
- Read all students' answers to essay question #1 at a time and then read all on question #2, and so forth. Read through the answers, or a sample of them, before you begin grading.
- Write comments on the essay answers.
- Grade and return tests as soon as possible after giving them. Go over the test in class, giving the correct answers. You should not have to defend the correct answers, but tell the students that you will be available to discuss any points about the test with them after class.

Under FERPA regulations it is illegal to post student grades using any part of their Social Security number, or



their full Banner ID. Use Blackboard Learn or individually handed-out score sheets to notify students of their grades. For more on FERPA regulations, see page 40.

At the end of the semester, you should allot enough time to grade your final exams and then submit grades to your department/ school. Since the Fall 2005 term, Kent State University has switched to a plus/minus (+/-) grading system. Check with your course supervisor to get the exact grading scale you should use. Use one method of evaluation for the semester. It should be clear how individual grades will be calculated from test to test. Consult your department/school for specifics on grading. Rounding decimals is a policy that is determined by the individual instructor and should be stated in the syllabus.

WHO HAS THE FINAL SAY ON GRADES?

Either you or the professor you are assisting determine grades. Be certain to follow the course evaluation procedures. Document how each exam has been evaluated and also check that the scores have been calculated accurately. Being lenient or strict on one student's grade after a complaint should be followed by consistency for all students' grades, to avoid allegations of favoritism or discrimination.

WHERE DOES ATTENDANCE FIT?

Some professors assess a penalty for missing more than an allotted number of classes. You should consult with your department to determine the appropriate way to account for attendance.

WHAT ABOUT MAKEUP EXAMS, EXTRA CREDIT OR INCOMPLETE GRADES?

Consult with your department on these policies. Any makeup policies should be included in your syllabus. You should set a time limit and decide if the makeup exam will be the same as the one given on the exam day. Some departments do not allow extra credit. In the instance that a student has completed more than 80% of course work, but cannot complete the course due to unforeseen circumstances (approved by the University), the instructor may issue an Incomplete (IP) grade for the student, and, with guidance from the lead course instructor and University policy on these matters, may draw up a contract with the student negotiating completion of the course on a specific date. Consult departmental guidelines for issuing incomplete grades.

STUDENT DIVERSITY

STUDENT DIVERSITY AT KENT STATE UNIVERSITY

Students at Kent State University come from all over the United States and from over 100 countries. As a graduate assistant at Kent, you will come into contact with undergraduates with a diverse array of cultural backgrounds. Students will have different religious beliefs, social customs, manners of interaction, and ways of speaking.

THE DIVISION OF DIVERSITY, EQUITY, AND INCLUSION

Kent State University is committed to the creation and nurturing of a diverse community of individuals through inclusive excellence. Diversity involves recognizing the value of differences and the inclusion of all members of the community, including those who experience discrimination or underrepresentation.



This is a core value of the university. We strive for a culturally diverse student body, faculty, and staff that reflect the multicultural nature of Ohio, the nation, and our world. Diversity brings unique strengths and abilities that contribute to our pursuit of excellence.

The Division of Diversity, Equity and Inclusion works to maximize individual and collective contributions, creating an environment that welcomes diversity of thought, continuous personal growth, academic attainment and above-average achievement. Information on the division is at <http://www.kent.edu/diversity>.

PROFESSIONAL ETHICS

HARASSMENT POLICY

Kent State's Discrimination and Harassment Policy (3342-5-16) can be found online in Chapter 5, Section 16 in the University Policy Register, located at <http://www.kent.edu/policyreg/university-policy-regarding-unlawful-discrimination-and-harassment>. You can find official definitions of harassment in the Register. What follows is an excerpt from that policy.

"This policy sets forth the expectations and responsibilities for maintaining an educational and employment environment free of unlawful discrimination and harassment. This policy, (in accordance with rule 3342-6-02 of the Administrative Code, as well as state and federal law), prohibits unlawful discrimination based on race, color, religion, gender, sexual orientation, national origin, ancestry, disability, genetic information, age, military status, or identity as a disabled veteran or veteran of the Vietnam era, recently separated veteran, or other protected veteran. Harassment directed toward an individual or a group, through any means, including electronic, and based on any of these categories is a form of unlawful discrimination. The university encourages an atmosphere in which the diversity of its members is understood and appreciated, free of discrimination and harassment based on the above categories. Thus, all members of the university are expected to join in creating a positive atmosphere in which individuals can learn and work in an environment that is respectful and supportive of the dignity of all individuals."

SEXUAL HARASSMENT/MISCONDUCT/STALKING/INTIMATE PARTNER VIOLENCE

Kent State's Administrative Policy (3342-6-03) includes official definitions of unlawful gender discrimination, gender/sexual harassment, sexual misconduct, stalking, and intimate partner violence, and outlines the procedure for filing a complaint. The following definitions are found in policy 5-16.2.

Sexual harassment is a form of unlawful gender discrimination and is defined as unfavorable or unwelcome treatment, made without consent and based on a person's gender or sex, that is severe or pervasive and has the purpose or effect of unreasonably interfering with an individual's employment or academic performance or creates an intimidating, hostile or offensive working, academic or university environment. Sexual harassment includes, but is not limited to:



(a) Verbal and/or physical behavior including, but not limited to: sexually explicit jokes, insults, and taunts; obscene gestures; offensive pictorial, written, and electronic communications; and unwelcome touching.

(b) Any of the conduct described in paragraphs (C)(1) to (C)(5) of this rule used by an individual implicitly or explicitly as the basis for employment, administrative, or academic decisions (including submission to or rejection of any such conduct), is considered sexual harassment.

Stalking is behavior commonly associated with gender-based harassment and violence, and is therefore prohibited by the university gender discrimination policy. Stalking is defined as engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for the person's safety, fear for the safety of others, or suffer substantial emotional distress. For the purposes of this definition:

(a) Course of conduct is defined as two or more acts, including, but not limited to, acts in which the stalker directly indirectly, or through third parties, by any action, method, device, or means follows, monitors, observes, surveils, threatens, or communicates to or about, a person, or interferes with a person's property.

(b) Substantial emotional distress is defined as significant mental suffering or anguish that may, but does not necessarily, require medical or other professional treatment or counseling.

(c) Reasonable person means a reasonable person under similar circumstances and with similar identities to the alleging party.

Sexual misconduct is a form of gender/sexual harassment, and therefore considered unlawful gender discrimination. Sexual misconduct includes:

(a) Intentional sexual touching, however slight, with any body part or object, by a person upon a person that is without consent;

(b) Sexual Exploitation, defined as taking non-consensual or abusive sexual advantage of another for one's own advantage or benefit, or to benefit or advantage anyone other than the one being exploited, if that behavior does not otherwise constitute another sexual misconduct offense. Such actions would include, but not be limited to, videotaping or recording of a sex act; allowing an observer to a sex act, unknown to one party; or exposing one's genitals in non-consensual circumstances;

(c) Knowingly transmitting a sexually transmitted infection or disease through sexual contact without consent;

Intimate partner violence is behavior commonly associated with gender-based violence, and is therefore prohibited by the university gender discrimination policy. Intimate partner violence includes:

(a) Domestic violence. Acts of violence or intimidation committed by a current or former spouse of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim, or by any other person against an adult or youth victim who is protected from that person's acts by law.

(b) Dating violence. Violence or intimidation committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of such a relationship shall



be determined based on the reporting party's statement and with consideration of the following factors: the length of the relationship; the type of relationship; and the frequency of interaction between the persons involved in the relationship.

All employees of the university are required to report all instances of gender/sexual harassment, sexual misconduct, stalking, and intimate partner violence to the Title IX coordinator or a deputy coordinator, except as excluded below. All other members of the university community are encouraged to report any gender discrimination, gender/sexual harassment, sexual misconduct, stalking, or intimate partner violence that they experience, witness, or of which they are made aware.

THE OFFICE OF SEXUAL AND RELATIONSHIP VIOLENCE SUPPORT SERVICES (SRVSS OFFICE)

The SRVSS Office (pronounced "serves") was created to educate students on personal safety and violence prevention, to empower them to build healthier relationships, to prevent sexual violence and to be responsive to students in need.

Support and Resources: Support for anyone who has or knows someone who has experienced power-based personal violence (such as sexual assault, intimate partner/relationship violence and stalking) in the form of access to resources, support when participating in a criminal or conduct process and navigating support within the campus community.

Awareness: Campus wide events to raise awareness about power-based personal violence, its impact on the community and what community members can do to stop and prevent it from happening.

Workshops and Classroom Presentations: Interactive and engaging workshop for student groups in the classroom or as part of residence hall or student organization programming. Topics include Bystander Responsibility Training, Sexual Violence Awareness and Healthy Relationships.

Professional Training: Training for faculty and staff on responding to students who have experienced power-based personal violence and Title IX mandates. Trainings can be provided during a standing meeting or as part of an in-service.

For more information or for support services, please call 330-672-8016, email srvss@kent.edu or visit <http://www.kent.edu/srvss>.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Why should I know about FERPA? Students receive notification about their FERPA rights at the beginning of every year. If you are a TA, your own class records could be considered educational records. An educational record is, generally, anything relating to a student's education. Examples include handwritten notes, tests, videos, digital media, and disciplinary actions. There are many exceptions as to what constitutes an educational record; a few examples include anything that is in an educator or administrator's sole possession and not shared with anyone else, employment records, and financial records. From the official university policy on FERPA, and under the authority of the University Registrar, "The Family Educational Rights and



Privacy Act (FERPA) is a Federal Law that protects the privacy of student education records, both financial and academic. For the student's protection, FERPA limits release of student record information without the student's explicit written consent; however it also gives the student's parent(s)/guardian(s) the right to review those records if the parent(s)/guardian(s) claim the student as a dependent on their Federal Income Tax Return."

What can I (and my students) do with my records? FERPA allows you to review your records, add an amendment, and provide consent for others to view your records if the appropriate procedure is followed (for University-approved FERPA forms, visit <http://www.kent.edu/registrar/ferpa>. You may not remove anything. Also, when a student reaches age 18 or attends an institution of postsecondary education (e.g., Kent State), the student may access his or her educational records without parental consent and give others access to their records.

Who can access my records without my permission? There are many people who may but in general, they may only access your records for legitimate reasons for your benefit (e.g., colleges to which you have applied, the financial aid office, someone needing access in order to protect your safety).

Can parents of my students access their student's educational records? Yes, if they have claimed the student as a dependent for tax purposes. This does not mean that the college is required to provide this information—just that the student's permission is not necessary in this case. In order to preserve rapport with students, however, you should seek their permission before sharing information with their parents. Students may also sign a FERPA waiver form, which would allow certain parties, to review their educational records. This form can be found here: <http://www.kent.edu/registrar/ferpa-forms> .

FERPA may be read in its entirety online: <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>
Kent State's online resources dedicated to FERPA: <http://www.kent.edu/registrar/student-records-policy-ferpa>

STUDENT CONDUCT POLICIES

The following are offered as guidelines to help you understand what is expected of Kent State University undergraduate students. Following them does not guarantee the student success, but ignoring them could cause problems. The list is not comprehensive, but it should present a clear idea of how students are to conduct themselves at the university:

- Be attentive and alert to learning
- Be civil to faculty and address them appropriately
- Perform assignments in a timely manner
- Come to class on time and leave only at the conclusion of the class
- Attend class on a regular basis
- Demonstrate honesty and intellectual integrity in academic pursuits
- Be courteous to fellow students
- Contribute to classroom discussions
- Take levels of classes appropriate to skills



- Maintain basic skills at the college level
- Do not come to class under the influence of a substance
- Take advantage of office hours and keep appointments when you make them
- Think critically and creatively
- Alert Student Accessibility Services to any documented disability that might affect class work or performance, so that this office may communicate directly with your instructor regarding any accommodations for which you are eligible.
- Take responsibility for self-discipline and motivation
- Make up all missed work
- Act responsibly
- Develop effective oral and written communication skills
- Familiarize yourself with the syllabus
- Keep questions or comments pertinent to class discussions
- Do not come to class if your illness will affect others
- Seek help as needed
- Do not disrupt the class or harass the teacher
- Accept diversity
- Seek your advisor at appropriate times
- Familiarize yourself with the catalog

Students that do not follow these guidelines are subject to disciplinary action under the guidelines established in the Digest of Rules and Regulations available at <http://www.kent.edu/studentaffairs/student-ombuds>.

WHAT IF SOMETHING GOES WRONG?

There are frequently two kinds of problems a TA has with students: those that occur because students have a problem with their grades and those that occur because a student is disrupting the class. In both cases it is important to remain calm. Below are some tips for dealing with problems relating to students.

If a student has a problem with the grade he or she receives:

Offer to meet with the student in your office. Do not discuss a student's grades while other students are present. Most problems can be resolved if you listen to your student's complaints and explain the reasons behind the grade. Make sure you include your rationale for grading on your syllabus, and point it out if necessary. If you have made an error in calculating a student's grade, admit your mistake and change it, but don't be coerced into changing a grade because a student wants you to, or because a student threatens to talk to your supervisor.

Keep a log of your conversations with the student and save any emails from or to the student. Write down when the conversations occur, where, and what was said. If a student files a complaint against you, a record of all of your conversations can help you recall what actually happened. Some teachers keep a log of all of their classes in order to review and improve their pedagogy; if you do not have the time or desire to do this, do start a log if you suspect a problem may be percolating with a student. It may be helpful in the future.



Tell your supervisor. Make sure that your supervisor knows immediately when you think you are having problems with a student in case the student decides to file a complaint. Even if you and the student resolve the issue between yourselves, it is better that the supervisor is informed. You may also want to discuss your problems with one trusted colleague for your own peace of mind (but be apprised of the conditions afforded to students by FERPA during these discussions). It can reassure you to know that other teachers occasionally have trouble with their classes. If you decide to do this, make sure that you have your discussion in a place where students cannot overhear you. **REMEMBER:** Telling a colleague is not a substitute for informing your supervisor.

If a student causes a disruption in your class:

- First, tell the student to stop.
- If the student continues, when class has ended, remind him/her that you can have him/her dismissed from class, either temporarily or permanently. Most disruptions will stop at this point. Notify your supervisor regarding the disruption.
- If the disruption continues, dismiss the student from class for the day and tell the student that he/she must meet with you before returning to class. If you must do this, make sure that your supervisor is advised of your actions.
- If the student refuses to leave the class, call the Kent State University Police Department immediately at 330-672-2212. Call 911 in an emergency situation.
- After the student has left and the class is over, you must decide how far you want to take your complaint. You can file a grievance against the student, or work out a solution and consider the matter resolved and advise your supervisor. You may want to talk to your supervisor to see how such situations are normally handled in your department. Students may complain about you, even though you are unaware that a problem exists. Quite often, these students will go to your chair, your dean, or even the President of the university.
- Do not panic if this happens—most students go to an authority because they are unaware of the appropriate channels of communication. In most cases, the student will be sent back to try and work things out with you.

CHEATING AND PLAGIARISM

ACADEMIC FRAUD

It is the policy of the university that students enrolled in the university are to perform their academic work according to standards set by faculty members, departments, schools, and colleges of the university. Cheating and plagiarism constitute fraudulent misrepresentation for which no credit can be given and for which appropriate sanctions are warranted and will be applied. This policy applies to all students of the university.

University policies concerning student cheating and plagiarism can be found in the Digest of Rules and Regulations, available <http://www.kent.edu/studentaffairs/student-ombuds>. These policies carefully define cheating and plagiarism and describe the complete process of imposing academic sanctions upon students who are guilty of academic fraud. Please note that the instructor must document a case against a student and that the student is afforded all the rights associated with the due process of the law.



CHEATING

To cheat means to intentionally misrepresent the source, nature, or other conditions of academic work, or to cooperate with someone else in such misrepresentation. Cheating includes, but is not limited to:

- Obtaining or retaining partial or whole copies of examinations, tests, or quizzes before these are distributed for student use.
- Using notes, textbooks, or other information in examinations, tests, or quizzes other than that released by the instructor.
- Obtaining confidential information about examinations, tests, or quizzes other than that released by the instructor.
- Securing, giving, or exchanging information during examinations.
- Presenting data or other material gathered by another person or group as one's own.
- Falsifying experimental data or information.
- Having another person take one's place for any academic performance without the specific knowledge and permission of the instructor.
- Cooperating with another to do one or more of the above.
- Using a substantial portion of a piece of work previously submitted for another course or program to meet the requirements of the present course or program without notifying the instructor to whom the work is presented.

COPYRIGHT INFRINGEMENT

If you use or distribute copyrighted materials without the express permission of the copyright holder, you will be in violation of university policy and Federal law. For information on copyright infringement and penalties, please visit <https://www.kent.edu/is/get-facts-p2p>.

PLAGIARISM

“Plagiarize” means to take and present as one's own material or a portion of the ideas or words of another without full and proper credit to the source of the ideas, words, or work. Depending on students' cultural backgrounds, you may need to reinforce concepts of plagiarism and cheating.

Plagiarism includes, but is not limited to:

- Copying words, sentences, and paragraphs directly from the work of another without proper credit. Or by turning in verbatim copied material even with a citation.
- Copying illustrations, figures, photographs, drawings, models, or other visual and nonverbal material of another without proper credit.
- Presenting work prepared by another in final or draft form as one's own without citing the source, such as the use of purchased or downloaded research papers.

In cases of cheating or plagiarism the instructor may refuse to accept the work for credit, assign a grade of F or zero to the work, assign a grade of F or zero for the course, or recommend to the department chair or regional campus dean that further action be taken.



If an instructor determines that it is probable that a student has presented work that involves an act of cheating or plagiarism, the instructor shall first inform the student in person or by mail of the belief that an act of cheating or plagiarism has occurred. The instructor shall then provide the student an opportunity to explain orally, in writing, or both, why the student believes the evaluation of the fact is erroneous. If the explanation is deemed by the instructor to be inadequate or no explanation is offered, the instructor may impose one of the academic sanctions discussed above.

The instructor shall notify the Student Conduct Office of the circumstances and action taken. Such notification will be used as background information in the event that formal conduct charges are initiated against the student. The instructor shall inform the student in writing of the right to appeal and the procedure to follow. The instructor shall keep the evidence of cheating or plagiarism in a secure place and provide it upon request to any appeals officer or conduct officer. The instructor shall provide copies on request to the student at the student's expense. The instructor shall cooperate with academic and Student Conduct personnel in any appeal of the decision, or in carrying out any disciplinary proceedings.

Appeals may be directed to the administrative level immediately above the unit from which the appeal emanates. Appeals are limited to the following reasons: the decision is viewed as arbitrary or unreasonable, the decision was reached through a procedure not in accordance with this rule, the decision was not in accordance with the facts presented, new information is available which may suggest modification of the decision.

The burden of establishing that cheating or plagiarism occurred is on the person who claims the act took place. An appeal of any sanction must take place within fifteen working days of receipt of notification. With the increased use of technology, cheating and plagiarism have become more common. If you suspect plagiarism, you may check Google or <http://turnitin.com>. Be aware that there are several websites available to students to access previously written works, such as www.schoolsucks.com and www.coursehero.com.



SOURCES OF HELP AND INFORMATION ON CAMPUS

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| Academic Success Center | http://www.kent.edu/asc |
| Academic Technology | http://www.kent.edu/is |
| Academic Testing | http://www.kent.edu/career/testing |
| Adult and Veteran Services | http://www.kent.edu/cavs |
| Audio Visual Services | http://www.library.kent.edu/audiovisual-material |
| Blackboard Learn | http://www.kent.edu/blackboard |
| Bookstore | http://kent.bncollege.com/ |
| Bursar | http://www.kent.edu/bursar |
| Career Services | http://www.kent.edu/career |
| Center for Adult and Veteran Services | http://www.kent.edu/cavs |
| Center for Student Involvement | http://www.kent.edu/csi |
| Center for Teaching and Learning | https://www.kent.edu/ctl |
| Class Cancellation, University Closures | http://www.kent.edu |
| Commuter/Off-Campus | http://www.kent.edu/coso |
| Counseling | http://chdc.educ.kent.edu |
| Digest of Rules and Regulations | http://www.kent.edu/policyreg |
| Distance Learning | http://onlinedegrees.kent.edu |
| English as a Second Language | http://www.kent.edu/english/esl-center |
| Equal Opportunity and Affirmative Action | https://www.kent.edu/hr/equal-opportunity-and-affirmative-action |
| Financial Aid | http://www.kent.edu/financialaid |
| FlashAlerts | http://www.kent.edu/flashalerts |
| FLASHCard Office | http://www.kent.edu/flashcard |
| FlashLine | https://login.kent.edu/ |
| Graduate Studies | http://www.kent.edu/graduatestudies |
| Graduate Student Senate | http://www.kent.edu/graduatestudies/gss |
| Health Services | http://www.kent.edu/uhs |
| Information Services Help Desk | https://www.kent.edu/techhelp |
| International Student & Scholar Services | http://www.kent.edu/iss |
| Library | http://library.kent.edu |
| Maps and Directions | http://www.kent.edu/maps |
| Ombuds | http://www.kent.edu/studentaffairs/student-ombuds |
| Parking Services | http://www.kent.edu/parking |
| PARTA Bus Service | http://www.partaonline.org |
| Psychological Services | http://www.kent.edu/psych |
| Public Safety and Police | http://www.kent.edu/publicsafety/police-services |
| Research | http://www.kent.edu/research |
| Registrar | http://www.kent.edu/registrar |
| Student Accessibility Services | http://www.kent.edu/sas |
| Student Accessibility Transportation Services | http://www.partaonline.org/sats.html |
| Speech and Hearing Clinic | http://www.kent.edu/ehhs/hs/spa/speech-and-hearing-clinic |
| Student Recreation Center | http://www.kent.edu/recservices |
| Women's Center | http://www.kent.edu/womenscenter |
| Writing Commons | http://www.kent.edu/writingcommons |



IN CASE OF EMERGENCY

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| Fire, Police & Ambulance..... | 911 |
| KSU Information (24-hr. automated recording system) | 330-672-3000 |
| KSU Police Information and Records..... | 330-672-3070 |
| KSU Health Services (24 hours)..... | 330-627-2322 |
| KSU Maintenance (24 hours)..... | 330-672-2345 |
| Robinson Memorial Hospital..... | 330-297-0811 |
| Kent City Police (non-emergency)..... | 330-673-7732 |



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