

DEPARTMENT OF HISTORY

2020-2021

Student's Guide to the Doctoral Program



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Welcome to the Department of History

Welcome to the Ph.D. program in the Department of History. We congratulate you on your acceptance into the program and are confident that you will be successful in your career as a doctoral student. We hope that you find your time here at Kent both challenging and rewarding.

The following guide should be your roadmap for navigating the department. It contains information about departmental offerings, faculty and policies, your course of study, financial support, responsibilities, and more. Of course, please feel free to ask questions about any aspect of the Department or the University.

Good luck in your endeavors!

Elaine Frantz
Graduate Program Coordinator
Department of History

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Chair
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The Program for the Doctor of Philosophy Degree

General Description

The Doctoral Program in History is designed to offer professional training in history. Most of our Ph.D. graduates will take teaching positions in colleges and universities. Others will pursue careers in archives, libraries, and museums, while some will become writers, documentary filmmakers, historical consultants, politicians, or city planners.

Fellowships and Financial Aid

Graduate Assistantships and Teaching Fellowships

The Department of History offers a number of graduate assistantships each year to qualified Ph.D. students. These assistantships include a tuition waiver and a modest monthly stipend; per University policy, these appointments require service to the University, which for the History Department entails grading and/or leading discussion sections for the introductory level survey courses. Competition for appointments is often very keen and students are advised to apply for them early, normally no later than February 1. Doctoral students who are on appointment from the start of their programs will normally receive four years of funding. Renewal of the assistantship is not automatic, but is contingent upon the maintenance of satisfactory progress toward their degrees and the satisfactory performance of their duties as a Graduate Assistant. Importantly, the number of years of aid for students not on appointment from the start of their doctoral program will be reduced based on the timing of their initial appointment. Appointments are only available to students pursuing full-time graduate work.

Please note that the Department of History permits graduate appointees to use their fee waivers to cover graduate level courses only, which for Ph.D. students means 70000/80000-level courses. Fee waivers may not be used to cover the cost of any undergraduate level course (10000-40000). Graduate appointees enrolling in undergraduate courses for language work, remediation, or other purposes are expected to cover the cost of those courses out of pocket.

University Fellowships

University Fellowships are competitive graduate appointments designated for doctoral students who have passed candidacy and are currently working on dissertations. The University intends these fellowships, which come with no service commitment for one semester, to serve as the final impetus for the completion of the dissertation. History Department doctoral students who have advanced to candidacy and are working on their dissertations should apply for a University Fellowship in their fourth year in the program. If a student's application is successful, the Department of History will fund a graduate appointment for one semester of the student's fifth year in the program, with the University Fellowship funding the other semester. Applicants must have passed their candidacy examinations no later than their fifth semester in the doctoral program to qualify for a University Fellowship.

David B. Smith Fellowship

The Division of Graduate Studies also administers the David B. Smith Fellowship. Although there are no fixed criteria for this award, some general expectations are as follows. Outstanding accomplishment in scholarship is the focus; exhibitions, performances, publications, presentations, and/or acquisition of external funds may show this. Evidence of outstanding teaching is important as well as the student's academic record. In essence, there are three criteria with the heaviest weight to the first. Usually the students nominated and selected have strong academic credentials and performance, publications in professional journals of their field, and leadership in their departments. In short, a department's best graduate student should be nominated. The nominee must have a Grade Point Average of 3.5 and must have completed, normally, 30 credit hours.

Student Loans and College Work-Study Program

Graduate students are encouraged to apply for assistance through the Student Financial Aid Office, First Floor University Library. Student loans and Federal Work-Study are available for eligible graduate students. To apply, students must complete the Free Application for Federal Student Aid and have the results sent to Kent State University by the federal processor. Application packets are available from the Student Financial Aid Office. The Free Application for Federal Student Aid can also be filed over the Internet at <http://fafsa.ed.gov>. Students are encouraged to apply as soon as possible after January 1.

Graduate students who wish to borrow money through the Federal Direct Loan Program must complete a Free Application for Federal Student Aid. The maximum loan amount is \$20,500 per academic year (subsidized plus unsubsidized). A graduate student must be enrolled at least half-time to receive a loan. Loan repayment will begin six months after a student ceases to be enrolled at least half-time.

Conference and Research Funding

The Department has a limited amount of funding for travel by doctoral students to conferences at which they are showcasing their work. Students should contact the Graduate Program Coordinator to apply. Research and Conference travel support can also be requested through the Graduate Student Senate. For more information, see <http://www.kent.edu/graduatestudies/gss-awards>.

Upon successful completion of their doctoral exams, PhD students will receive \$1,500 in travel support. These monies should be used the semester after finishing one's doctoral exams and are intended to help facilitate necessary research for the completion of the Prospectus.

The Department will also offer partial matching funds for all students at any point in their graduate careers for internal and external funding proposals, with successful external proposals receiving the most money. Successful internal grants (e.g., GSS travel grants) will be matched at 25% of the final award with external grants being matched at 50% of the final award. Unsuccessful grants, both internal and external, will be matched at 10% of the award request. Matching funds for grants are capped the rate of at \$2,500 per year per student for successful grants and \$500 per year per student for unsuccessful grants. Those seeking matching funds should contact the Graduate Program Coordinator for information on how to apply for them.

While the Department would like to offer conference and research travel funds every year, their ultimate availability is dependent upon the larger fiscal health of the department. As a consequence, they are not guaranteed.

Advising and Student's Program of Study

The doctoral student entering the Graduate Program will meet with the Graduate Program Coordinator for course selection and advising. By the time the student registers for her/his second semester's coursework s/he should select an advisor qualified in the field(s) in which s/he wishes to major and willing to direct her/him through the completion of the dissertation. It is imperative that graduate students remain in regular contact with their advisors, not just during the pre-registration period preceding each semester.

By the end of the second full semester of doctoral work, the student and major advisor should present to the Graduate Program Coordinator a program that specifies the student's fields and field advisors, foreign language selection, and cognate field. A doctoral student's field advisors will conduct her/his written and oral doctoral candidacy examinations. Before proceeding to doctoral exams,

students must file a Declaration of Dissertation Committee form and submit it to the Graduate Program Committee for approval.

The advisor/advisee relationship may be terminated at any time by either party without prejudice.

Graduate Student Involvement in Departmental Affairs

The Department's graduate students will elect each year a *Graduate Student Advisory Committee* consisting of a representatives from each of the Department's graduate cohorts (M.A. appointees, Ph.D. appointees, ABDs teaching their own classes, and students not on appointment) to meet regularly with the Chairperson and the Graduate Coordinator to ensure open communication between the Department and its graduate students.

Graduate appointees teaching their own Kent Core classes will sit on each of the Department's teaching committees, the World History Committee or the American History Committee.

The graduate student body as a whole will elect one representative to the Graduate Program Committee; this student will not vote on application or annual evaluation files, but will otherwise be a voting member of the GPC. The graduate student representative to the GPC is expected to report back to the graduate student body as a whole.

A graduate student must also be selected to sit on the Department's Student Academic Complaint Committee in the event that a graduate student brings a complaint against a Faculty member. In conformity with University regulations, the graduate student body will send two names (ranked or unranked) to the Department Chairperson, who will make the final selection.

An elected graduate student representative will be invited to and included in general departmental meetings as appropriate. The department chair shall identify those meetings or parts thereof for which attendance by the graduate student representative is not expected; individual faculty members may make a motion to excuse the graduate student representative from the meeting or parts thereof in the absence of a declaration to that effect by the departmental chairperson. The graduate student representative at department meetings is expected to report back to the graduate student body as a whole.

All graduate students selected or nominated for service on Department committees must be in good standing. Returning students whose previous year's Annual

Review yielded a recommendation of “Warning” or “Probation” are ineligible. So are students on a Leave of Absence.

In an effort to afford as many graduate students as possible the opportunity to gain committee experience, service on any of these committees is limited to one year.

Student’s Responsibilities

The doctoral student is responsible for ensuring that s/he is meeting the requirements and guidelines of the Division of Graduate Studies and of the Department of History. This may be accomplished by a thorough familiarization with the Graduate Catalog and with the Department of History Ph.D. Program requirements. The student should be in close contact with her/his major and minor advisors about all aspects of the student's program, especially before registering each semester. Any question the student may have about his/her program, departmental requirements, or Graduate Studies requirements should be directed to her/his advisor and/or from the Graduate Program Coordinator.

Full-Time Status (see also Registration Requirements and Recommendations, below)

A full-time graduate student is by definition registered for 8 to 16 hours each semester. A graduate student on appointment (that is, awarded an assistantship of tuition waiver and stipend) *must* be registered for at least 8 hours each semester; keep in mind that the History Department will only pay for 9 credit hours of coursework for those on appointment. Note that courses at the Master’s level are numbered beginning with a “5” or “6”; doctoral courses start with a “7” or “8.” Foreign language courses to develop reading proficiency do *not* count toward the minimum 8-hour semester load or toward the hour requirements of a student’s graduate program.

Incomplete Coursework

The doctoral student, whether on appointment or not, is discouraged from taking any “Incompletes” in her/his coursework since there is ample time within a semester to complete course requirements. An “Incomplete” should be contemplated only in dire circumstances and always in consultation with the professor teaching the course. The student should not automatically assume that instructors will assign a grade of “Incomplete.” All such grades must be specifically arranged in advance. The student should be aware that the designation of “Incomplete” appears on the University’s final transcript even after the coursework is completed. An inordinate number of such grades might constitute a red flag to potential employers.

The Graduate Program Committee insists that the doctoral student on appointment must complete the work for any courses in which s/he has taken an “Incomplete” no later than the end of the following semester if s/he is to have her/his appointment renewed. If a doctoral appointee has not completed her/his “Incomplete” from the Fall semester by the end of the Spring semester, his/her appointment will not be renewed. Similarly, failure to finish an “Incomplete” from the Spring semester by the end of the Fall semester of the next academic year will result in the immediate termination of the student’s assistantship. The student who must remove an “Incomplete” from her/his record in order to retain an assistantship should submit the work early enough in the semester so that the instructor has sufficient time to evaluate it and render a grade. The burden of timeliness rests solely with the student.

Grade Point Average

Doctoral students *not on appointment* are expected to maintain a minimum grade point average of 3.0. Doctoral *appointees* are expected to maintain a minimum grade point average of 3.50. Renewal of stipends is not automatic, but is contingent upon good progress toward completion of the degree and satisfactory performance of duties.

Registration Requirements and Recommendations

The graduate student on appointment must always be registered for **9** hours to receive a stipend. This effectively means **three graduate courses** because the Graduate Program offers only three-hour courses.

HIST 71005: Teaching World History

HIST 71005 (*Teaching World History*) is intended to help prepare students for a job market in which world history is increasingly emphasized. All Ph.D. students are required to complete the course, which is offered every two years.

HIST 82070 and HIST 82071: Graduate Surveys in American History

Doctoral students whose General Field is in American history are required to take both halves of the Department’s graduate level surveys of American History.

HIST 89896: Individual Investigation

HIST 89896 (*Individual Investigation*) hours are permitted only under certain circumstances (see *Coursework*, below). In particular, these hours are available only to remedy a lack of *regularly scheduled* colloquia and lecture courses.

HIST 89898: Research Hours

Except under special circumstances, HIST 89898 (*Research*) hours are available only to the doctoral student in the semester in which her/his doctoral candidacy examinations are scheduled. *Research* hours do not count toward fulfillment of minimum graduate requirements.

HIST 89199 and HIST 89299: Dissertation I + II Hours

Upon successful completion of the doctoral candidacy examinations and admission to candidacy, the student must maintain continuous registration during the Fall, Spring, and *Summer* semesters, until the degree is completed. The doctoral candidate should register for 15 hours of HIST 89199 (*Dissertation I*) in each of the next *two* semesters (*including Summer*), to total 30 hours. Then, the doctoral candidate should register continuously each fall and spring (but not summer) for 15 hours of HIST 89299 (*Dissertation II*) until the degree is received. Although the Department of History makes every effort to remind the student to register, it is the doctoral candidate's responsibility to ensure that this registration requirement is met. Failure to comply with this Division of Graduate Studies requirement will result in costly fines and tuition back payments.

Satisfactory and Timely Progress

In the interest of the student and of the profession for which s/he is preparing, the Department insists upon a combination of excellence and reasonably rapid progress in each student's program. To ensure quality, doctoral appointees are expected to maintain a minimum grade point average of 3.50. To ensure rapid progress, the Department urges each student to maintain a consistent course load that includes registration each semester for three courses involving a substantial amount of study and writing. Possible exceptions to this expectation may occur in the semester preceding candidacy examinations and the dissertation-writing period.

Each advisor bears the primary responsibility for reviewing her/his advisees' records and seeking to remedy problems (if any). In cases of serious deficiencies, the Chairperson or the Graduate Program Coordinator offers additional counsel. If this is unavailing, the Graduate Program Committee considers admonishment, probation, and ultimately the recommendation for dismissal from the Program.

Good Academic Standing and Review Procedure

Students are expected to remain in good academic standing. This means, as the Guide to Graduate Education defines it, that students are making timely progress toward the completion of University and program requirements as well as the

completion of the degree. To assess whether students are meeting this standard, the Graduate Program Committee will review graduate students' performance annually; timely progress will be measured by comparing a student's performance to the formal timelines produced by the department (please see Appendix A for the timeline for doctoral students on a Graduate Assistantship and Appendix B for the timeline for doctoral students not on a Graduate Assistantship). Student annual review statements and forms are due to the Graduate Secretary by February 15; to facilitate the review process the Graduate Coordinator will provide all relevant information concerning the year's review process no later than December 15 of the fall semester. (It should be noted that students on probation or who have been warned may be asked to provide formal and regular updates concerning their progress to Graduate Program Committee.) In assessing the performance of graduate students, the GPC will not employ a one-size-fits-all standard, but will instead gauge student progress by weighing individual factors (e.g., how long one has been in the program, what degree is one seeking, and so on) in conjunction with University timelines and program requirements. More information on this topic can be found in Section V of the Guide to Graduate Education: <http://www.kent.edu/graduatestudies/guide-to-graduate-education/section-5>.

As a general principle, whenever graduate students are reviewed by the Graduate Program Committee, they shall be formally notified of any deficiencies in their academic performance or in their work as a graduate assistant and given an opportunity to rectify said deficiencies. At the same time, however, particularly egregious misbehavior or dereliction of duty on the part of a graduate appointee can lead to the automatic termination of the graduate appointment for cause (i.e., a violation of the terms of the graduate appointment).

Review of Graduate Appointees

The work of all graduate appointees is assessed each semester. Shortcomings or deficiencies are brought to the appointee's attention immediately so that a plan for improvement can be implemented. Because retention or renewal of assistantships is dependent on satisfactory completion of assigned duties, failure to address noted shortcomings or deficiencies has serious consequences.

The aforementioned review of student academic performance conducted by the Graduate Program Committee will also include an evaluation of the performance of graduate appointees. The assessment of an appointee's performance is distinct from the assessment of her/his academic performance. This evaluation shall be used for the purposes of aiding the graduate appointee's professional development as well as assisting the Graduate Program Committee in making decisions regarding the reappointment of graduate appointees.

Whenever the Department of History makes decisions on whether a graduate appointee shall be reappointed or dismissed for cause, and whenever a graduate appointee resigns his or her appointment, the Department of History will follow the dictates of the Reappointment, Dismissal, and Resignation policy found in the University's Role and Status of Graduate Appointees document.

Student Academic Complaints/Appeals

Both formal and informal complaints made by graduate students will be adjudicated through the process described in University Policy 4-02.3 (Administrative Policy and Procedure for Student Academic Complaints). For more information, see <https://www.kent.edu/policyreg/administrative-policy-and-procedure-student-academic-complaints>.

Time to Degree

The time limit to the Ph.D. degree is set by the Division of Graduate Studies and explained here: <https://www.kent.edu/graduatestudies/guide-to-graduate-education/section-7.1>. Students who enter a doctoral program with an M.A. degree are to finish the Ph.D. within nine years. Failure to meet this deadline may result in dismissal from the program. If more time is necessary, the student and her/his advisor must petition the Department for an extension of one year, which may or may not be granted. If a second extension is necessary, the request must be submitted to the dean with evidence that the student is current in her/his field. There is an additional time limit to keep in mind: doctoral candidates must complete the dissertation and pass the final oral examination within five years of candidacy exams. To date, the University and College have not enforced this deadline on students who are five years past their candidacy exams, but still within the overall time limit of nine years to finish the degree. There is no guarantee that the University and College will continue to be lax in these situations in the future. Again, extensions may be granted for doctoral candidates who cannot meet either the nine year or five time limits, but *there is no guarantee that requests for extensions will be successful*.

Leave of Absence

Graduate students facing personal, family, or financial challenges may apply for a Leave of Absence, which allows graduate students to set their studies aside for up to one year (defined as three consecutive terms, with summer counting as one term). Upon the expiration of a leave, the affected student automatically re-enters their graduate program without having to reapply. For students who need extra time upon the expiration of their leave, an extension of one term may be granted. Time on

an approved Leave of Absence will not count toward a student's time limitations for degree completion and advancement to candidacy. Students can apply for a Leave of Absence through Flashline; once your request is submitted, it must be approved by the Chair of the Department, the Graduate Dean for Arts & Sciences, and the Dean of Graduate Studies. For more information see <https://www.kent.edu/graduatestudies/guide-to-graduate-education/section-3.7>.

Coursework

The Ph.D. degree does not rest upon an accumulation of credits but rather upon demonstrated *mastery* of the discipline. Americanists must take both halves of the graduate-level surveys in American History (HIST 82070/82071). **Otherwise**, the only specific course required by the Department is HIST 71005 (*Teaching World History*). Doctoral students who did not complete a graduate-level historiography class in their MA programs must also take HIST 81002 (*Historiography*), an important part of the education of all graduate students in History.

The student's doctoral program includes a minimum total of 30 hours beyond the M.A. or its equivalent. (Note that these 30 hours do not include HIST 89199 and HIST 89299.) These 30 hours must include at least six graduate seminars or colloquia in History (18 hours, at least 6 of which should be in seminars) as well as HIST 71005 (*Teaching World History*). A student's Ph.D. coursework must also include two courses (6 hours) in cognate disciplines.

Individual Investigations

To remedy any interruption in the regular schedule of colloquia or lecture courses, the doctoral student may enroll in HIST 89896 (Individual Investigation) courses with faculty willing to offer them. A prospectus explaining each such registration should be filed with the Graduate Program Coordinator and should normally result in substantial written work.

Alternative to Individual Investigation and Research Hours

In order to make the student's transcript more indicative of the fields that s/he has studied, the Department encourages faculty and students to adopt when possible the following alternative to HIST 89896 (*Individual Investigation*) registration: In fields in which no colloquium is available, doctoral students may seek to arrange with the relevant faculty member registration for a 70000-level course, attend the lectures, read intensively, and produce written work that will serve as the basis of the course grade. (*This option does not count, however, as a colloquium.*)

Graduate Coursework Completed at Another Institution

The Department will accept transfers of coursework within the limits set forth by the Division of Graduate Studies. At present, that means that students may only apply 6 credit hours of coursework toward the requirements established by the Kent State Department of History. For credit hours to count toward KSU requirements they *cannot* have been used to earn a prior degree; that is, only courses taken for non-degree purposes may be transferred.

Fields of Study

All doctoral students will be examined in three fields—the General Field, the Specialized Field, and the Outside Field. A student’s PhD advisor can be an examiner in either a General or a Specialized Field. Students should work closely with their advisors in deciding which fields and examiners make the most sense for them; it is the responsibility of the major advisor to ensure that the student’s total historical training provides adequate breadth and historical perspective.

General Field

A General Field tests the foundational knowledge required to be an expert in one of the world’s major regions. At present, the Department offers General Field exams in African history, American history, Asian history, Medieval and Early Modern Europe, Europe since 1815. In American history, the General Field is divided into two halves—Colonial America through the Civil War Era and Post-Civil War American history—with an examiner for each field.

Specialized Field

A Specialized Field explores a particular theme (e.g., American Foreign Relations) or methodology (e.g., Cultural History) across a broad sweep of time. The Specialized Field is designed to deepen a doctoral student’s knowledge of the region studied in her/his General Field, though in certain fields (e.g., the History of Science, urban history, environmental history), a trans-national Specialized Field, overseen by one examiner might make more sense.

Outside Field

For their third field, doctoral students may choose between two different options. Option one allows them to explore a General Field removed from their own geographical specialization in less detail. For this option, the primary goal would be

to develop a teaching competence in another region of the world in the hopes of increasing a doctoral graduate's marketability. Option two is for students interested in interdisciplinary work. In option two, students will take an examination with a faculty member from an outside discipline who possesses the requisite Graduate Faculty Status. An interdisciplinary field should have some specificity—e.g., “Sociology” is too broad, but one might take an exam in “Sociological Theories and Analysis of Inequality.”

Cognate Field Requirement

The acquisition and application of a variety of research skills, as well as a ready familiarity with related bodies of disciplinary and field knowledge, provide an essential foundation for the practice of History.

Each student will take two graduate-level courses (6 hours) in an outside department; the goal is for these outside courses to relate directly to a history student's research methodology or topic. The two courses need not be in the same discipline.

Foreign Language Proficiency Requirement

Doctoral students are required to demonstrate proficiency in at least one foreign language. Dissertation directors will determine if proficiency in more than one is required for an individual student's program of study.

Language proficiency may be demonstrated in the following ways:

- a). Through a score of Intermediate High or Above on the American Council of Foreign Languages Reading Proficiency Test
- b). Through completing the intermediate sequence of any foreign language with a grade of B or higher in the final semester
- c). Through the successful completion of an upper-division or graduate course taught solely in a foreign language (verified by submission of a syllabus for said class)
- d). Through language proficiency demonstrated at another graduate institution and certified by either transcript or that institution's graduate coordinator

e). Through a language exam administered by a Kent State faculty member proficient in the desired language, said exam to consist of a 500-600 word passage, excerpted from a historical monograph, which must be translated in two hours. The use of a dictionary is permitted.

Language exams offered by Kent State faculty members will be offered during both the Fall and Spring Semesters (but *not Summer*) and administered by the Department of History. These examinations will be held on the Friday of the 5th and 10th weeks of the term; should this Friday fall upon a university holiday, the exam will be moved to the Friday of the next week. At the start of each term, the Graduate Program Coordinator will announce these dates and make formal inquiry as to whom will be taking the examinations. To show timely progress toward their degree, all students on appointment must pass this requirement by the end of their third semester or their appointment will not be renewed; all other students must pass this requirement by the end of their coursework. No student may take the language exam more than 4 times.

Doctoral Candidacy Examinations

When a student has accumulated at least 30 credit hours after entering the doctoral program, finished all incomplete coursework, passed the language exam, had their doctoral fields (and examining members) approved by the Graduate Program Committee, and met all requirements regarding the distribution of coursework, s/he is eligible to take doctoral candidacy examinations. Keep in mind that university policy dictates that doctoral exams must be passed within 4 years of the first semester of registration.

Doctoral students taking classes on a full-time basis will normally take their doctoral exams in their fifth semester in the doctoral program (i.e., for students who begin in the fall semester, this would be the fall semester of one's third year in the program); doctoral students who are taking classes on a part-time basis are eligible to take their doctoral exams as soon as they have completed 30 credit hours beyond the M.A. degree and met all other requirements noted above. Students on appointment must pass their doctoral exams no later than the end of their fifth semester in the program to have their graduate appointments renewed.

The student takes written and oral examinations in a General Field, a Specialized field, and an Outside Field. (See Fields of Study above for descriptions of each field.) The student should choose fields, in consultation with her/his advisor, as early in her/his program as possible; s/he should *not* wait until the semester before her/his doctoral candidacy examinations to finalize fields and/or reading lists. Field advisors should not experience such undue pressure to supervise and approve a reading list on short notice.

The availability of doctoral examination fields is dependent on the availability of the appropriate faculty in the Department.

The written and oral examinations will emphasize both historiographical issues and general knowledge of each field and should demonstrate the student's ability to draw self-generated conclusions regarding that field.

The student should inform the Graduate Coordinator of her/his timetable for taking the doctoral candidacy examinations and should register for 8 Research Hours in the semester in which s/he will take doctoral exams.

Doctoral exams will be taken over a three week period. The Fall exam period begins the Monday after Labor Day; the Spring exam period begins the Monday after Martin Luther King Day. Exams will consist of take-home exams for each field. There is no time limit for any individual exam; instead, students may allot as much or as little time to each exam as they desire during that three week period.

Each examiner will email his/her questions to the Graduate Secretary in advance of the start of the exam period, and she will send them to the student by 9 am on the morning that doctoral exams begin. Students will email all of their essays to the Graduate Secretary as well as all of their committee members by 9 am at the conclusion of the three-week writing period. In no case should a student send her/her essays solely to individual faculty members. All essays should go to all committee members.

It is inappropriate for doctoral students to ask others to read/comment on their comprehensive exam essays before submitting them to their examining committee. Doing so violates the University's policy on academic integrity, and the Department will vigorously pursue sanctions (up to and including dismissal from the program) for any such violations.

As part of the exam, students will produce a syllabus for a course covering the material tested in each field (e.g., a student working in American history will craft a syllabus for the first half U.S. Survey, the second half U.S. survey, the Specialized Field topic, and the Outside Field topic.) Students may prepare/work on these syllabi before the exam formally begins.

It is important to note that a successful performance on doctoral exams has less to do with page length and more to do with the ability to construct a convincing self-generated argument. Accordingly, students should not submit to any examiner written responses that exceed the length of an article.

As noted earlier, students on appointment will take their doctoral exams in their fifth semester in the doctoral program, but they may take their exams earlier if arrangements can be made with their doctoral exam committee. (All requirements noted above, of course, must be met for early exams.)

Any student on appointment who fails to submit their written exams on time will lose their assistantship immediately as well as all departmental travel funding for the two semesters that follow the semester in which the student failed to submit the exam. Any instance in which a student does not submit her/his written exams on time will be counted as failed exam attempt.

Students who fail two or more field examinations or who fail the major (dissertation) field, be it the General or Specialized Field, automatically fail the exam. In this instance, students will work out with the examiners in question a plan for remedying whatever deficiencies were evident in the written responses. For fields with more than one examiner (e.g., US History General Field), failing only one of the exams in the field necessitates a failing mark for the entire field. Students can retake the written exams during the next scheduled exam period. Students in this position need only retake the exams not passed during the initial written examination phase. To advance to the oral phase of the examination, the student must ultimately pass at least two of the written exams (including the major/dissertation field), first and second round combined. Students who fail to pass at least two of the three written field exams after the second attempt will be dismissed from the program.

The oral examination, which will be two hours in length, will be scheduled immediately following the successful completion of the written doctoral candidacy examinations. In order to pass the oral examination, students may only fail one examiner's portion of the oral exam. Students judged to have failed their first oral examination may be given a second opportunity to take it. Students whose second oral examination attempt is also judged unacceptable will be dismissed from the program. Students who pass the written and oral examinations are admitted to candidacy.

The Doctoral Dissertation

A student admitted to doctoral candidacy proceeds to writing the dissertation, which must demonstrate an ability to use primary and secondary sources in a critical and discriminating manner, to interpret them with originality, and to present the results in a clear and effective argument. To quote from the 2019-20 Guide to Graduate Education, "The dissertation must demonstrate that the student has acquired the ability to conduct research in a discriminating and original manner. The dissertation should make a significant enough contribution to the field in which it is written that

at least one scholarly article suitable for publication in a professional journal may be derived from it or that the findings of the dissertation would be otherwise publishable.” (A complete list of doctoral dissertations in History completed at Kent State University is available on the Department’s website. Copies of all dissertations are available at the University’s Main Library, either in hard copy or electronically.)

The Doctoral Dissertation Committee

The doctoral dissertation committee must include three historians (the candidate’s major advisor and two others, one of whom must be from an outside university and meet requisite Graduate Faculty Status standards), plus an “Outside Discipline Person” normally (but not always) drawn from the student’s cognate department. No more than one member of the committee may have a Graduate Faculty Status rank below F4—doctoral students should consult with their advisor to ensure that this requirement is met. Students should consult with the Graduate Program Coordinator about the documentation required for non-KSU faculty to serve on dissertation committees.

To ensure timely progress, the doctoral dissertation committee must be declared formally before a student takes her/his doctoral exams so that ABDs can quickly begin the process of drafting a prospectus after exams. Per University guidelines, proposed committees will be assessed by the Graduate Coordinator and Graduate Program Committee to ensure appropriate balance.

The Doctoral Dissertation Prospectus

A prospectus is a formal statement of a research project that lays out its key components for those who are in charge of it (in this case, your dissertation committee). It should include a description of the dissertation topic and its significance, a discussion of its place within the relevant literature, an indication of the methodology to be employed, a tentative argument, an explanation of the sources to be consulted, including some indication of where the sources are physically located, and a bibliography. There is no limit to the length of the prospectus; students should instead work closely with their advisors during the drafting phase to ensure that all of the formal requirements for a prospectus are met. The candidate is also required to submit a one-page abstract with the prospectus. Sample prospectuses and abstracts are available from the Graduate Secretary.

The candidate’s doctoral dissertation prospectus should be approved by the Graduate Program Committee no later than one semester (excluding summer) after the candidate passes her/his comprehensive exams. If the candidate is unable to

complete the prospectus during this period, he or she should petition the Graduate Program Coordinator for an extension; the Graduate Program Committee will then consider the request and render a verdict. Requests for an extension of the prospectus time limit are not guaranteed, so plan accordingly.

Before the prospectus is submitted to the Graduate Coordinator for circulation to the Graduate Program Committee, it must be “defended” in a meeting between the student and the members of her/his dissertation committee. All members of the doctoral dissertation committee (including the outside discipline member) must approve the dissertation prospectus by signing the Approval of Prospectus Form before it can be circulated to members of the Graduate Program Committee. Dissertation committee members must indicate their approval by signing the appropriate form (obtained from the Graduate Program Coordinator or the Graduate Secretary). No prospectus can be circulated without all of the required signatures.

To ensure timely approval of the doctoral dissertation prospectus, the candidate is advised to submit it to her/his doctoral dissertation committee members as early in the semester as possible. The candidate is also counseled to provide advisors and committee members with adequate time to read and critique the prospectus. Again, the burden of timeliness rests solely with the student.

A fundamental change of dissertation topic (but not a simple modification) requires the submission of a new prospectus to the Graduate Program Committee. The Graduate Program Committee must also approve a change in advisor and paperwork must be filed through the Graduate Secretary.

Dissertation I/II Hours

Please see **Registration Requirements and Recommendations** above.

Working with Your Dissertation Committee

As doctoral students complete draft chapters of their dissertations, they must share these chapters with the entire dissertation committee to receive feedback. Faculty do not waive their right to critique the final product by failing to respond to draft chapters, but should endeavor to provide as much feedback as soon as possible.

Timely Progress for ABDs

As a general guideline, the Department of History expects doctoral students who have advanced past their candidacy exams and successfully defended their prospectuses to write approximately one draft chapter of their dissertation per semester. Summer is not counted as a semester, which means that over the course

of a calendar year doctoral students should complete approximately two draft chapters. We would like emphasize *general guideline* because we understand that dissertation projects differ in scope and complexity and that writing is not necessarily a linear process. For those who fall short of this general expectation, other evidence of demonstrable progress must be presented to the Graduate Program Committee during the annual review of graduate students. Students in the midst of personal crises are advised to chat with their advisers and the Graduate Program Committee to ascertain whether a Leave of Absence might be requested. If granted, a Leave of Absence will stop the clock on a student's timeline for three academic terms (including summer).

The Graduate Faculty Representative and the Pre-Defense

Before one's dissertation can be formally defended, a Graduate Faculty Representative must be appointed by the Dean of the College of Arts and Sciences (or her/his designate), and a pre-defense, which includes the Graduate Faculty Representative, must be held. Only when the advisor believes the dissertation is ready for preliminary approval, will s/he formally request the appointment of a Graduate Faculty Representative. Graduate Faculty Representatives must be members of the D-list; that is, they have directed a dissertation to completion. While Graduate Faculty Representatives should be familiar with the general content area of the dissertation, they most often come from outside the student's department/school. The GFR may also come from outside the University but must have directed a dissertation to completion. The GFR represents the graduate faculty by noting whether or not the nature of the questioning at the defense and the responses meet highly respectable scholarly standards.

Once the Graduate Faculty Representative is appointed, the dissertation will be circulated in easily legible form among the members of the committee. The advisor will allow a minimum of a ten-day period for reading of the dissertation and will then convene the dissertation committee including the GFR (without the candidate) for the purpose of evaluating it. This meeting is known as the *pre-defense*. To advance to a final defense, no more than one member of the dissertation committee, including the Graduate Faculty Representative, can decide the final form of the dissertation is unacceptable. If the dissertation is not in suitable form at a second pre-defense meeting, then the academic college dean will be so notified. Further action is then the responsibility of the academic college dean.

After a successful pre-defense meeting, recommended revisions will be noted by the advisor and communicated to the candidate, and when in the opinion of the advisor and the candidate, the appropriate revisions have been made, the advisor will inform

the Graduate Program Coordinator, the department chair/school director, and the academic college dean. The advisor will then allot at least ten days for the committee to read the revised version of the dissertation before the final defense is held.

The Doctoral Dissertation Defense

The final oral defense will be open to the University community. Notification of the time and place of the defense should be provided to the academic college so that it may be announced in a suitable publication. Copies of the abstract of the dissertation should be available in the candidate's department/school and the academic college prior to the defense and at the defense itself, to familiarize other members of the graduate faculty with the methodology and findings.

Before the defense begins, the committee will meet in private to discuss the appointment of a moderator for the defense as well as the procedure by which the committee will question the candidate. It is important to note that the advisor cannot serve as the moderator. The candidate will open the defense with a brief presentation of her/his findings, after which the members of the examining committee will question the candidate. When, in the opinion of the moderator, members of the examining committee have had an adequate opportunity to question the candidate, the moderator may open the examination to appropriate questions from others present. Questions dealing with the substance, meaning, and usefulness of the research in the dissertation are of greatest propriety.

When the questioning has run its course, the moderator will adjourn the defense and the room will be cleared of everyone except the members of the examining committee. Parliamentary procedure will be observed to determine the success or failure of the candidate, with the moderator acting as chair without a vote.

The candidate will be evaluated both upon the overall quality and significance of her/his dissertation, and upon the oral defense of her/his findings. A candidate passes the final oral defense if s/he passes with no more than one dissenting vote.

All members of the examining committee will sign the Report of Final Examination form, recording their votes; committee members may vote "Yes" or "No" but they may not abstain. The moderator and department chair/school director must then sign the Report of Final Examination, which is forwarded to the academic college.

Following the candidate's successful defense of her/his dissertation, which normally lasts for 2 hours, the Department recommends to the Division of Graduate Studies the conferral of the degree of Doctor of Philosophy.

Final Submission of the Dissertation

After the candidate passes the oral examination, s/he will submit his/her dissertation in electronic form. The dissertation will also include an abstract of no more than 350 words. Information on the process may be found on the University Libraries' Guidelines for the Preparation of Electronic Theses and Dissertations website. Dissertations must be prepared according to established guidelines. Guidelines for preparation and typing of dissertations are available in the student's academic college office.

All dissertations must be published according to a plan provided by ProQuest Information and Learning, Ann Arbor, Michigan, for the purposes of archiving, indexing, and dissemination. All communications and relations between faculty or students and ProQuest shall be carried out only through the KSU librarian. Publication of the complete dissertation or significant parts of it through other avenues is expected, but this is not to be used in lieu of the requirement stated herein.

A Word of Caution

Meeting all necessary deadlines for filing for graduation, scheduling the dissertation defense, and submitting the final electronic copy of the dissertation and all required forms are exclusively the candidate's responsibility. Candidates planning to graduate are advised to consult the appropriate University calendars to ensure that s/he has met all deadlines.

Navigating the Department

Kent Campus Faculty

<i>Name</i>	<i>Office/Phone</i>	<i>Fields</i>
Kevin J. Adams Associate Professor kadams9@kent.edu	305 Bowman 330.672.8902	United States: War and Society Chairperson
Kenneth J. Bindas Professor kbindas@kent.edu	305 Bowman 330.672.8910	United States: Cultural and Intellectual
Matthew Crawford Associate Professor mcrawfl1@kent.edu	305 Bowman 330.672.8913	Europe: Science and Technology
Elaine Frantz (Parsons) Professor eparso12@kent.edu	305 Bowman 330.672.8908	United States: Gilded Age and Progressive Era, Violence, Race and Gender Graduate Coordinator
Kim M. Gruenwald Associate Professor kgruenwa@kent.edu	305 Bowman 330.672.8903	United States: Colonial and Revolutionary
Brian Hayashi Professor bhayashi@kent.edu	305 Bowman 330.672.8914	United States: Asian American
Mary Ann Heiss Associate Professor mheiss@kent.edu	305 Bowman 330.672.8905	United States: Foreign Relations
Leonne M. Hudson Associate Professor lhudson@kent.edu	305 Bowman 330.672.8907	African America United States: South
Tim Scarnecchia Associate Professor tscarnec@kent.edu	321 Bowman 330.672.8904	Africa

Elizabeth M. Smith-Pryor Associate Professor esmith1@kent.edu	305 Bowman 330.672.8920	African America, Women, Legal United States: Twentieth Century Undergraduate Coordinator
Richard Steigmann-Gall Associate Professor rsteigma@kent.edu	321 Bowman 330.672.8924	Modern Germany Fascism Religion and Society in Europe
Shane Strate Associate Professor sstrate@kent.edu	305 Bowman 330.672.8900	Southeast Asia
Isolde R. Thyret Associate Professor ithyret@kent.edu	305 Bowman 330.672.8912	Medieval, Europe and Russia

Staff

Kay Dennis

Administrative/Graduate Secretary
305 Bowman Hall
330.672.8919
adennis@kent.edu

Department Website

The Department of History's website, which contains a large amount of useful information about the Department, its programs, and general matters related to history, is located at <https://www.kent.edu/history>.

Office Policy for 205 Bowman

205 Bowman is an important space that serves many purposes for graduate students in the Department of History. To help keep 205 Bowman safe and to help make everyone's co-existence there more comfortable, please keep the following in mind:

1). A positive working environment for all graduate students means more than being quiet when others are hard it work, it also means observing Kent State University's standards for student conduct. These can be found in sub-section (B) of Section 3 of the Code of Student Conduct, which can be found online here: <https://www.kent.edu/studentconduct/code-student-conduct>. The Department of History takes allegations of discrimination with particular seriousness; a comprehensive discussion of various acts that constitute discrimination appears in

the University Policy Register. See: <https://www.kent.edu/policyreg/administrative-policy-and-procedures-regarding-complaints-unlawful-discrimination-and> and <https://www.kent.edu/policyreg/administrative-policy-regarding-complaints-unlawful-gender-discrimination-gendersexual>.

2). Should an undergraduate student cause a disruption in the office, graduate students should do their best to calm the student and have them take their complaint to the graduate assistant's supervisor. Observers should be proactive and assist their fellow graduate assistants by notifying, either in person or via a phone call, the Chair of the History Department, an administrative assistant, or the Graduate Coordinator if the disruption continues. Any graduate assistant who is in the office by him or herself who is confronted with a belligerent student should head up to 305 Bowman for assistance. Any dangerous or potentially dangerous situation should be handled by calling 911 immediately.

3). Graduate students who have a complaint or issue with another resident of 205 should notify the Graduate Coordinator.

4). Keys are allocated only to students on appointment, who are required to return them when their appointments end. To keep the office safe, graduate students in 205 should ensure that the door is **always locked** when they are the last to leave the office at any given time.

Phi Alpha Theta

Kent State University's Psi Chapter received its charter in 1938, making it one of the nation's oldest chapters of Phi Alpha Theta, the world's largest history honor society. Since its inception at Kent State University, more than 900 undergraduate and graduate students have been recognized for outstanding historical scholarship and academic performance by being inducted into the Psi Chapter. For more information, contact current chapter officers or the Phi Alpha Theta faculty advisor, Professor Leonne M. Hudson.

Preparing Future History Professionals (PFHP)

PFHP, the Department of History's professionalization program for graduate students, sponsors workshops, brown bag talks, and other activities designed to introduce graduate students to the historical profession, broadly conceived. Watch your e-mail for messages from the Graduate Coordinator detailing upcoming events.

Miscellany

All graduate students are asked to apprise the Graduate Secretary of any changes in their postal and e-mail addresses and telephone numbers.

Also, please inform the Graduate Program Coordinator or the Graduate Secretary of any scholarly accomplishments you attain: awards, publications, papers presented at scholarly conferences, etc.

Information regarding grants, fellowships, and other financial aid, research and internship opportunities, North American history departments, and other information relevant to graduate study and the professional practice of History may be found on the American Historical Association website: <https://www.historians.org/>. Graduate students are urged to take advantage of special graduate student rates and join both the AHA and the relevant professional societies in their fields of interest (a handy list is on the departmental website) as soon as possible.

Navigating the University

Graduate students should be aware of the following University offices, services, and associations.

Office of the University Registrar

From a student's first semester course registration to her/his commencement march, the Office of the Registrar (<https://www.kent.edu/registrar>) is a vital resource for course descriptions, schedules, and academic calendars and deadlines.

Division of Graduate Studies

The Division of Graduate Studies oversees graduate student orientation, funding, and policy. For information on University and external fellowships, graduate student policy, and other administrative and policy matters, please consult the Division of Graduate Studies via its website <https://www.kent.edu/graduatestudies> or by phone at 330.672.3012.

University Libraries

Kent State University's Main Library offers graduate students a rich resource of books, journals, microfilm, audiovisual materials, whether in the book stacks or available online through Ohiolink, the statewide library catalogue.

The Department of History's library liaison is Ms. Kara Robinson. Ms. Robinson is available to meet with students about their research projects. Office hours are by

appointment by e-mailing Ms. Robinson at krobinso@kent.edu or calling 330.672.1664.

The Kent State University Special Collections and Archives also offer possibilities for research and internships. Head of Special Collections and Archives Cara Gilgenbach is the contact person at cgilgenb@kent.edu or 330.672.1677.

Graduate students should also be aware of the other libraries located on the Kent Campus.

NAME	LOCATION	PHONE
Architecture Library	Taylor Hall, Room 309	330.672.2876
Chemistry/Physics Library	Williams Hall, Room 312	330.672.2532
Fashion Library	Rockwell Hall	330.672.9500
Map Library	McGilvrey Hall, Room 410	330.672.2017
Math Library	Math & Computer Science Building, Room 313	330.672.2430
Music Library	Music & Speech Building, Room D-5	330.672.2004

Graduate Student Senate

The Graduate Student Senate (GSS) represents the concerns of the graduate student community of Kent State University. The Graduate Student Senate also serves as an allocation body by providing funding to graduate students and graduate organizations for speakers, workshops, social events, capital equipment purchases, and professional travel. All graduate students should familiarize themselves with the funding opportunities provided by GSS and their deadlines, particularly Research Grants that can help to defray the costs of necessary travel for seminar, thesis, and dissertation work. The GSS is composed of representatives chosen by procedures established by the graduate departments/schools of Kent State University. The GSS also appoints graduate student representatives to a variety of university committees. GSS general meetings are held four times each semester. GSS also hosts monthly social events, called Grad Fests, that enable students to have fun and network with other graduate students from across campus. Each Grad Fest is held in a downtown establishment where GSS provides pizza and raffle prizes. Information about the GSS grant program, meetings, Grad Fests, etc., can be found on the GSS website: <https://www.kent.edu/graduatestudies/gss>.

Graduate Appointees

Orientation

The Division of Graduate Studies offers all graduate appointees at Kent State University an intensive orientation program (GSO, Graduate Student Orientation) prior to the commencement of Fall courses. For more information, please consult <https://www.kent.edu/graduatestudies/gso>.

Department Guidelines for Teaching and Grading

Students' ability to learn and to achieve is dependent on faculty members' and assistants' availability beyond the classroom. Students grading for a course should keep 3 office hours per week. Consult with the professor of the course to which you are assigned. S/he may want to make suggestions or coordinate office hours with other graduate assistants so that hours are not clustered on the same days and times.

Graduate students teaching their own classes as instructors of record need to schedule their office hours in accordance with University policy for faculty members—at present, this means at least 5 office hours per week.

If you are unable to assist in your course due to illness or unexpected emergencies please let both the professor and the Department Secretary know. If you are unable to keep your office hours for the same reasons, again please let the appropriate parties know.

In general, any lecture or reading notes graduate assistants create as part of their own preparation and use in grading and advising are not to be shared freely with undergraduate students. Students develop learning and analytical skills through taking their own lecture notes. Only in extraordinary circumstances (and always in consultation with the professor) should this prescription be overturned.

Kent State University Policy on the Role and Status of Graduate Student Appointees

This document is intended for the guidance of graduate appointees and the graduate units in order to provide some uniformity in the role and status of these graduate students.

I. GRADUATE APPOINTEE INVOLVEMENT IN GOVERNANCE

Graduate appointees shall be represented at appropriate levels of university governance in order to insure a healthy exchange of ideas among students, faculty, and administration, and to utilize the valued counsel of graduate students. The principal guideline should be that graduate appointees participate in policy decisions and be excluded from personnel matters.

A. Departmental Level

Curricular Committees

Graduate appointees shall be represented on curriculum committees. Those who are responsible for teaching a section of a course shall be represented by member(s) on appropriate course committees. The number of representatives, their qualifications, and their mode of selection shall be determined by the department. The committee chair shall identify those meetings or parts thereof for which attendance by these persons is not expected.

Department Meetings

Graduate appointees shall be invited to and included in general departmental meetings. The department chair shall identify those meetings or parts thereof for which attendance by these persons is not expected.

Graduate Studies Committee

Graduate students shall be represented by voting member(s) on Graduate Studies Committees. The number of such students and their qualifications shall be determined by the graduate faculty of the department. They shall be elected by the graduate students in the department. The committee chair shall identify those meetings or parts thereof for which attendance by these persons is not expected.

All departmental policies affecting graduate appointees (to include grievance procedures, programmatic specifications, and all other policy matters) shall be made

available to each graduate appointee at the time of the student's initial enrollment for graduate studies.

Graduate appointees shall be notified of modifications in departmental policies which occur during the course of their appointment tenure.

B. Collegial and Independent-School Level

Graduate appointees shall be invited to and included in college faculty and committee meetings which are concerned with graduate matters. The dean of the college shall identify those meetings or parts thereof for which attendance by these persons is not expected.

C. University Level

Faculty Meetings

Graduate appointees shall be invited to and included in university faculty meetings. The President shall identify those meetings or parts thereof for which attendance by these persons is not expected.

II. CATEGORIES FOR GRADUATE SERVICE APPOINTMENTS UTILIZED BY THE DEPARTMENT OF HISTORY

In order to be eligible for a graduate appointment, a student must be enrolled in a specific degree program.

A *full-time* graduate assistant or teaching fellow is expected to devote 49% of the university-defined fulltime work load per week (or equivalent assignment) in service and to enroll for a minimum of eight credit hours per semester (a total of six credit hours for summer) (See Appendix 1).

EXCEPTIONS TO THE ABOVE PROCEDURES MUST BE CONSISTENT WITH THE COLLEGE'S ENROLLMENT PLAN AND MUST HAVE THE APPROVAL OF THE PROVOST.

Appointments or reappointments, including tuition remission, are not automatic, but are contingent upon good degree progress and satisfactory performance of duties as determined by the grantor of the stipend.

The graduate appointments outlined below are intended to provide minimal support to enable a student to spend the maximum amount of time in the pursuit of his/her graduate studies with the objective of completing the degree in the shortest amount

of time. To this end, it is considered inappropriate for a fulltime graduate appointee to be engaged in substantial additional employment other than in an incidental way. Except in unusual circumstances and with the approval of the appropriate College Dean and the Dean of Graduate Studies, a graduate appointee may not hold an additional formal appointment through which the total commitment of service at Kent State University thus exceeds 20 hours per week.

A. University Funded Graduate Appointments

University funded graduate appointments are graduate assistantships, teaching fellowships, and tuition remissions available in departmental and college/independent school graduate offices and may be awarded, competitively, to those students who have made application for an appointment and who are academically eligible. An appointment is intended to provide partial financial support for graduate study.

University Fellowships are University level awards administered by the Division of Graduate Studies. The previously defined service commitment for the graduate assistantship and the teaching fellowship is assigned by the graduate department and must be beneficial to the student's professional development and growth. The University Fellowship and tuition remissions are non-service appointments.

B. Grant/Contract Graduate Appointments

Appointments as Research Assistants are available to those departments in which there are extramural grants which include funding for graduate students. Each of these appointments is funded by a specific grant. A graduate research appointee works on research under the direct supervision of a member of the graduate faculty. The service commitment is comparable to other graduate appointments and the stipend is commensurate with those stipends for other appointees in the department. In all discussions concerning possible appointment, reappointment or other policy affecting a grant/contract assistant, the grant-holding professor will be directly involved.

III. STIPEND/TUITION REMISSION DURING SUMMER SESSIONS PRIOR TO OR AFTER A SERVICE APPOINTMENT

A graduate student may receive either a stipend and/or a tuition remission during the summer immediately prior to or after an academic year appointment. This may be done in consultation with the appropriate graduate dean and at the discretion of the department and is dependent upon the availability of funds.

IV. EVALUATION OF PERFORMANCE

Departments shall establish effective means of evaluating and documenting the teaching and other duties performed by each graduate appointee, who has a service commitment, in order to aid the professional growth of the appointee. This evaluation and documentation shall be used for the purpose of counseling the graduate appointee and to assist in making decisions regarding reappointment.

V. COUNCIL OF GRADUATE SCHOOLS' POLICY

Kent State University affirms its adherence to the following Council of Graduate Schools' policy that is designed for new appointees:

Acceptance of an offer of financial aid (such as graduate scholarship, fellowship, traineeship, or assistantship) for the next academic year by an actual or prospective graduate student completes an agreement which both student and graduate school expect to honor. In those instances in which the student accepts the offer before April 15 and subsequently desires to withdraw, the student may submit in writing a resignation of the appointment at any time through April 15. However, an acceptance given or left in force after April 15 commits the student not to accept another offer without first obtaining a written release from the institution to which a commitment has been made. Similarly, an offer by an institution after April 15 is conditional on presentation by the student of the written release from any previously accepted offer. It is further agreed by the institutions and organizations subscribing to the above Resolution that a copy of this Resolution should accompany every scholarship, fellowship, traineeship, and assistantship offer.

VI. REAPPOINTMENT, DISMISSAL AND RESIGNATION POLICY

At the time of the initial notification of appointment the department shall clearly communicate its policy on limits on the number of years of support at the master's and doctoral levels. Reappointment is determined by the student's department. Reappointment may be available, contingent upon good progress toward completion of the degree and satisfactory performance of duties. If a service appointee is not to be reappointed, he or she will be given written notice informing the student of the non-reappointment and of the reasons therefore. Notices of non-reappointment and of reappointment will be given to students prior to April 1st of the spring semester. During the semester in which an appointee receives a master's degree the student must apply and be accepted into a doctoral or educational specialist program in order to be considered for further appointments. A student may not simultaneously hold a graduate appointment and a full time fellowship or other appointment from a non-university source.

Dismissal is the termination of the contract for cause. Dismissal may be effected for the violation of the terms of the appointment. The department will give written notice of a recommendation for dismissal to the appointee along with the reasons for

the recommendation. This recommendation is forwarded to the appropriate graduate dean for action. If a student is dismissed for academic reasons then the appointment is terminated at that time. Any service appointee who has not been reappointed or has been dismissed may appeal the decision. The appeal must be initiated in writing to the grantor of the appointment within one week of non-reappointment or dismissal.

Notification of resignation by a service appointee is expected to be early enough to obviate serious detriment to the university. An appointee intending to resign should give written notice as early as possible. The appointee may inquire into and consider the acceptance of an appointment elsewhere anytime and without previous consultation. It is agreed, however, that if a definite offer follows, the appointee shall not accept it without giving such notice, in writing, as is indicated in the previous provision

VII. GRADUATE APPOINTMENT SERVICE COMMITMENT

At Kent, a graduate appointment is granted to a graduate student in order to give that student partial financial assistance and support for graduate study and to obtain a service commitment which will be both beneficial to the student's professional needs and goals and to the University's endeavors. The role of a graduate appointee is often that of both student and instructional colleague. The question arises as to whether a graduate appointee has service responsibilities with respect to the academic year or the nine month contractual time period agreed to by the faculty. In particular, is a graduate appointee "on duty" during the intersession between fall and spring semesters, during the spring recess, or during the time period following spring commencement and prior to the end of the nine-month calendar commitment of the faculty? This leads to additional confusion with respect to the appointment of graduate students as research assistants in that the time commitment for research assistants must be comparable to the time commitment for graduate assistants and teaching fellows.

A graduate appointee who holds an academic year full time appointment is expected to provide service to the appointing department which approximates 20 hours per week. This may include assignments during the week prior to classes and/or during exam week. The service obligation is prorated for each 5 week summer term.

The service commitment of a graduate appointee, who has been appointed by a non-programmatic unit, will be equivalent to the total time expectations of an appointee who is appointed through a programmatic unit. Due to specific operational requirements of non-programmatic units, some of the total time expectation may be satisfied during pre-semester, intersession, or post-semester time periods. Such arrangements should be understood by the appointee and the appointing unit at the outset of the appointment period.

In all instances it is expected that the appointee and the appointing unit will strive to ensure that the service commitment is beneficial to the appointee's professional growth and is commensurate with the mission and goals of the appointing unit and of the University.

VIII. GRIEVANCE PROCEDURE

A. Purpose: To provide guidelines and methods for resolving complaints by graduate appointees of actions by faculty members or administrators which may be in violation of the "Policy on Role and Status of Graduate Student Appointees."

B. If an issue cannot be resolved through informal conversations between the graduate appointee and other interested parties following reasonable attempts to achieve resolution, the graduate appointee may initiate a formal complaint by notifying, in writing, the Administrator of the graduate unit in which the student holds appointment.

The Coordinator of Graduate Studies should be copied directly with such notification. The Administrator may refer the complaint to the unit's Graduate Studies Committee for a hearing and a recommendation or may impanel an ad hoc grievance committee for this purpose comprised of graduate faculty members who are able to render a disinterested judgment. Either of these committees will make a recommendation to the Administrator as to the disposition of the complaint.

C. If the graduate appointee is dissatisfied with the resolution decided by the Administrator, he or she may appeal the decision, in writing, to the Dean of the College or, in the case of the independent schools, to the Dean of Graduate Studies. The Dean may render a final decision based upon the record and information submitted by the complainant and the Administrator of the graduate unit or may appoint an ad hoc grievance committee which will hear the complaint and make recommendation to the Dean for its resolution. In either case the Dean of the college or the Dean of Graduate Studies is the final determinant.

IX. RESPONSIBILITY FOR COMPLIANCE

Graduate Deans will be responsible for assuring compliance with this document within their respective units, with the Dean of Graduate Studies having overall university responsibility.

Revised 1975

Approved by Graduate College Council – 11/05/75

Approved by Graduate Student Council – 11/13/75

Approved by Graduate School of Business Administration Council – 11/18/75

Approved by Graduate Council of the Graduate School of Education – 12/21/75
Revised 12/07/83
Revised and Approved by Graduate College Council – 10/07/87
Approved by Graduate School of Management Council – 4/07/89
Approved by Graduate Council of the Graduate School of Education – 4/14/89
Revised and Endorsed by University Graduate Faculty Council – 3/9/94
Revised 1/20/2000
Revised 09/20/2002
Revised 04/20/2004
Revised 03/20/2006
Revised 07/20/2006

APPENDIX I: A GRADUATE APPOINTEE SERVICE COMMITMENT

Traditionally, a graduate appointment has been granted to a graduate student in order to give that graduate student partial financial assistance for support in graduate study and to obtain a service commitment which will be both beneficial to the student's professional needs and goals and to the University's instructional endeavors. The role of a graduate appointee has been that of both student and instructional colleague. This has resulted in a good deal of confusion with respect to the intent of the appointment. In particular, the question has often arisen as to whether a graduate appointee has service responsibilities with respect to the academic year or the nine-month contractual time period agreed to by the faculty.

The question as to whether a graduate appointee is "on duty" during the intersession between fall and spring semesters, during the spring recess, or during the time period following spring commencement and prior to the end of the nine-month calendar commitment of the faculty remains essentially unresolved. This has led to additional confusion with respect to the appointment of graduate students as graduate research assistants in that the time commitment for graduate research assistants must be comparable to the time commitment for graduate assistants and teaching fellows.

In an attempt to clarify the service commitment question of a graduate appointee, the intent of the graduate appointment with respect to the needs of the University has been reviewed. The following observations pertain to this matter (based upon this review):

A graduate appointee who has a full-time appointment for an academic year in the graduate programmatic department has service responsibilities to the appointing department which encompass each academic semester (including the one week prior to a semester for preparation of instruction, the traditional time for class work participation, and the final exam week). An average service commitment defined to be 49% of the University defined full-time workload per five-day week to the

University during this instructional time is considered appropriate for a full-time appointee.

The aforementioned definition of service commitment by a full-time appointee should be reasonably prorated for summer session appointments. In particular, given this definition and the current summer session calendar period, a service commitment defined to be 59% of the University defined full-time workload per week for a five-week summer session would be appropriate for a full-time appointee during that session.

The service commitment of a graduate appointee, who has been appointed by a non-programmatic unit, will be equivalent to the total time expectations of an appointee who is appointed through a programmatic unit. Due to specific operational requirements of non-programmatic units, some of the total time expectation may be satisfied during intersession or post-semester time periods (such arrangements should be understood by the appointee and the appointing unit at the outset of the appointment period).

In all instances it is expected that the appointee and the appointing unit will strive to ensure that the service commitment is beneficial to the appointee's professional growth. In addition, it is expected that the service commitment will be commensurate with the expectations and goals of the appointing unit and the University in the achievement of the unit's mission.

APPENDIX II: GRADUATE APPOINTEE GRIEVANCE PROCEDURE

- A. Purpose: This policy and attendant procedures are intended to provide guidelines and methods for resolving complaints by graduate appointees of actions by faculty members or administrators which may be in violation of the "Policy on Role and Status of Graduate Student Appointees."
- B. If an issue is not resolved through informal conversations between the graduate appointee and other interested parties following reasonable attempts to achieve resolution, the graduate appointee may initiate a formal complaint by notifying, in writing, the Administrator of the graduate unit in which the student holds appointment. The Graduate Program Coordinator should be copied directly with such notification. The Administrator may refer the complaint to the unit's Graduate Program Committee for a hearing and to provide a recommendation or may impanel an ad hoc grievance committee for this purpose comprised of graduate faculty members who have the capacity to render a disinterested judgment. Either of these committees will make a recommendation to the Administrator as to the disposition of the complaint.

- C. If the graduate appointee is dissatisfied with the resolution decided by the Administrator, he or she may appeal the decision, in writing, to the Dean of the College or, in the case of the independent schools, to the Dean of Graduate Studies. The Dean may render a final decision based upon the record and information submitted by the complainant and the Administrator of the graduate unit or may appoint an *ad hoc* grievance committee which will hear the complaint and make a recommendation to the Dean for its resolution.

University Policies

The University Policy Register (<https://www.kent.edu/policyreg>) is a compilation of relevant University policy, administrative policy, operational procedures and regulations and governing documents of Kent State University. The purpose of the Register is to serve the University community as a source of reliable information and as a foundation on which decisions can be made.

The following sections of the Register are particularly germane to graduate students.

3-01.8 Administrative policy regarding student cheating and plagiarism

(A) Purpose. Students enrolled in the university, at all its campuses, are to perform their academic work according to standards set by faculty members, departments, schools and colleges of the university; and cheating and plagiarism constitute fraudulent misrepresentation for which no credit can be given and for which appropriate sanctions are warranted and will be applied.

(B) Definitions. As used in this rule:

(1) "Cheat" means intentionally to misrepresent the source, nature, or other conditions of academic work so as to accrue undeserved credit, or to cooperate with someone else in such misrepresentation. Such misrepresentations may, but need not necessarily, involve the work of others. As defined, cheating includes, but is not limited to:

- (a) Obtaining or retaining partial or whole copies of examination, tests or quizzes before these are distributed for student use;
- (b) Using notes, textbooks or other information in examinations, tests and quizzes, except as expressly permitted;
- (c) Obtaining confidential information about examinations, tests or quizzes other than that released by the instructor;
- (d) Securing, giving or exchanging information during examinations;
- (e) Presenting data or other material gathered by another person or group as one's own;
- (f) Falsifying experimental data or information;
- (g) Having another person take one's place for any academic performance without the specific knowledge and permission of the instructor;
- (h) Cooperating with another to do one or more of the above; and
- (i) 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.
- (j) Presenting falsified information in order to postpone or avoid examinations, tests, quizzes, or other academic work.

(2) "Plagiarize" means to take and present as one's own a material portion of the ideas or words of another or to present as one's own an idea or work derived from an existing source without full and proper credit to the source of the ideas, words, or works. As defined, plagiarize includes, but is not limited to:

- (a) The copying of words, sentences and paragraphs directly from the work of another without proper credit;

(b) The copying of illustrations, figures, photographs, drawings, models, or other visual and nonverbal materials, including recordings, of another without proper credit; and

(c) The presentation of work prepared by another in final or draft form as one's own without citing the source, such as the use of purchased research papers.

(3) "Student" means any person admitted or enrolled at the university in any of its courses, programs, campuses or offerings, including, but not limited to, cooperative programs or offerings with other institutions for whom a record is made at the university by the registrar or which is submitted to the university for admission or transfer credit.

(4) "Cooperation" means participation or assistance for the mutual benefit of both parties or the sole benefit of one party.

(5) "Academic sanction" means any of the various sanctions specifically listed in this rule under paragraph (D) of this rule.

(6) "Instructor" means any person employed or appointed to teach in any course or program offering of the university, or a committee appointed to assess, evaluate, or grade a thesis, dissertation or work. Any decision by such a committee shall be by majority vote.

(7) "Chairperson" means the chief administrative officer of a department, school, or program whose position is that of a first organizational level academic leader with a teaching faculty.

(8) "Dean" means the chief administrative officer of a regional campus, college or independent school or equivalent.

(9) "Department" means an academic unit headed by a chairperson or director.

(10) "College" means an academic unit headed by a dean and includes any independent school headed by a dean.

(11) "Independent College" means a college without subordinate departments or schools.

(12) "Regional campus" means any of the Kent state university system of community-oriented institutions.

(13) "Cheating/Plagiarism Sanction Form" means the form instructors fill out and distribute each time they impose a sanction on a student for cheating or plagiarism.

(14) "Plagiarism School Form" is the form signed by an instructor and student agreeing to a remedial, private session for a student sanctioned for plagiarism in return for a mitigation of the sanction.

(C) Intent and scope of the policy.

(1) In providing this policy, the university affirms that acts of cheating and plagiarism by students constitute a subversion of the goals of the institution, have no place in the university and are serious offenses to academic goals and objectives, as well as to the rights of fellow students.

(2) It is the intent of this policy to provide appropriate sanctions, to provide fair and realistic procedures for imposing those sanctions, to provide safeguards for any student suspected of cheating or plagiarism.

(3) This policy applies to all students of the university, graduate and undergraduate, full or part-time, whose conduct is of such a nature prohibited by the policy. Other offenses of a nonacademic nature are covered by the code of student conduct, rule 3342-4-02 of the Administrative Code and of this register.

(4) Ordinarily, students sanctioned under this policy may not seek to remove such sanction by invoking their rights under other university policies (such as the administrative policies addressing student complaints found in rule 3342-4-02.3 or 3342-8-01.4 of this Administrative Code) but may appeal a finding of responsibility and/or the sanction according to section (F) of this rule.

(D) Sanctions.

(1) Academic sanctions. The following academic sanctions are provided by this rule for offenses of cheating or plagiarism. Instructors are to use the cheating/plagiarism sanction form to indicate which one of the following sanctions is to be imposed on the student. Instructors must send that form to the office of student conduct. For Kent campus instructors the form will be sent by the office of student conduct to the student, the instructor's department chairperson or dean, and the dean for the college in which the student is enrolled. For regional campus instructors the form will be sent by the office of student conduct to the student, and to the regional campus dean.

(a) Coursework. The following academic sanctions are provided by this rule for offenses of cheating or plagiarism. In those cases the instructor may:

- (i) Refuse to accept the work for credit; or
- (ii) Assign a grade of "F" or zero for the project, test, paper, examination or other work in which the cheating or plagiarism took place; or
- (iii) Assign a grade of "F" for the course in which the cheating or plagiarism took place; and/or;
- (iv) Recommend to the department chair or regional campus dean that further action specified in paragraph (D)(1)(b) of this rule be taken. The department chairperson or regional campus dean shall determine whether or not to forward to the academic dean or to the vice president for the extended university a recommendation for further sanctions under paragraph (D)(1)(b) of this rule.
- (v) For students who have not previously been sanctioned for plagiarism, if the instructor and student agree, Plagiarism School could be provided as a means to mitigate the sanction (as described in paragraphs (B)(14) and (G) of this rule.)

(b) Degree. The following academic sanctions are provided for acts of cheating or plagiarism which so permeate the student's work that the effect is to compromise the validity of a degree. Such occurrences may be related, but not limited to, professional or graduate work. Sanctions which can be invoked by the dean of the college in which the student is enrolled or by the associate vice president for the extended university include those provided in paragraph (D)(1) of this rule; and/or

- (i) Revocation or recommendation to decertify or not to certify; or
- (ii) Rejection of the thesis, dissertation or work; or
- (iii) Recommendation for revocation of a degree.

(2) Other sanctions. If the instructor feels, or the department chair or director, or dean where appropriate, that the offense is of such nature that the academic sanctions are an insufficient remedy, or that they are not available, he or she may initiate additional procedures by referring the matter in its entirety to the academic hearing panel defined in paragraph (I) of this rule, which can consider additional disciplinary sanctions. After the office of student conduct receives notification of a sanction via the cheating/plagiarism sanction form (see paragraph (D)(1) of this rule), the academic hearing panel will conduct a hearing to determine if the academic sanction applied by the instructor as well as additional disciplinary sanctions it deems appropriate will be assessed against the student. The following sanctions can only be imposed by the academic hearing panel following a hearing as set forth in paragraph (H) of this rule.

(a) Disciplinary probation. This sanction is one that places the student in serious jeopardy with the university. This sanction is invoked for a specified period of time. Notification of sanctions will be made to appropriate university offices, including the student's academic college or school. Students on disciplinary probation: might be subject to automatic dismissal or suspension if found responsible of any act of misconduct, including violation of the terms of the disciplinary probation

- (i) Might not be permitted to participate in an official non-curricular capacity such as intercollegiate athletics, intramurals, fine arts activities, or as an officer of a student organization, etc.
- (ii) Might be restricted from entering or remaining in selected campus buildings or in specified university facilities.

(b) Disciplinary suspension. This sanction is one of involuntary separation of the student from the university for a specified period of time. Notification of sanctions will be made to appropriate university offices, including the student's academic college or school. Students suspended:

- (i) If a sanction grade was assigned, it should remain on the transcript.
- (ii) Might be required to leave the land and/or premises of the university effective the date of suspension. Permission may be granted by the vice president for enrollment management and student affairs for entrance to university premises for a specified purpose and time.

(c) Disciplinary dismissal. This sanction is one of involuntary separation of the student from the university. Notification of sanctions will be made to appropriate university offices, including the student's academic college or school. Students dismissed:

- (i) If a sanction grade was assigned, it should remain on the transcript.
- (ii) Might be required to leave the land and/or premises of the university effective the date of dismissal. Permission may be granted by the vice president for enrollment management and student affairs for entrance of the student to university premises for a specified purpose and time.
- (iii) Shall be reinstated only by the provost, who shall establish criteria for readmission.

(d) Additional sanctions. Additional sanctions are the prerogative of the AHP. They may be mandated as part of the sanctions listed above. Some options that may be considered are as follows:

- (i) Counseling;
- (ii) No contact order
- (iii) Educative/rehabilitative program referral.
- (iv) Monetary penalty (not to exceed two hundred dollars).
- (v) Letter of apology
- (vi) Warning
- (vii) Persona non grata status
- (viii) Campus access restrictions
- (ix) Other as deemed appropriate through the disciplinary process

(E) Procedures for invoking sanctions.

(1) Academic administrative procedures pertaining to paragraph (D)(1)(a) of this rule. In the event that an instructor determines that it is more probable than not that a student in a course or program under the instructor's supervision has presented work for university credit which involves an act of cheating, plagiarism or cooperation in either, then the instructor shall:

- (a) Inform the student as soon as is practical of the belief that an act of cheating or plagiarism has occurred. If the student cannot be reached in a reasonable period of time, the instructor may proceed with sanctions, notifying the student in writing as promptly as possible of the belief and the procedural steps the instructor has taken.
- (b) Provide the student an opportunity to explain orally, in writing, or both, why the student believes the evaluation of the facts is erroneous.
- (c) If the explanation is deemed by the instructor to be inadequate or if no explanation is offered, the instructor may impose one of the academic sanctions listed in paragraph (D)(1)(a)

of this rule. In addition, the instructor may refer the matter to the dean of the college, campus, or school in which the student is enrolled for imposition of academic sanctions listed in paragraph (D)(1)(b) of this rule.

(d) The instructor shall provide a copy of the cheating/plagiarism sanction form to the office of student conduct. That office will provide copies of the form to the student, the instructor's departmental chairperson, or, for independent colleges and regional campuses, the dean of the college or campus in which the instructor is assigned, the dean of the college or campus in which the student is enrolled, and the office of student conduct, listing the specific sanction assessed (as defined in paragraph (D)(1)(a) of this rule) and whether or not the instructor is recommending the imposition of academic sanctions listed in paragraph (D)(1)(b) of this rule to the appropriate dean (the dean of the college or campus in which the student is enrolled). The form also serves to inform the student of the right to appeal.

(e) The instructor shall keep the evidence of cheating or plagiarism in a secure place and provide it upon request to the department chair, independent college or campus dean, or the academic hearing panel. The instructor shall provide copies on request to the student at the student's expense.

(f) The instructor shall cooperate with academic and student conduct personnel in any appeal of the decision, and/or in adjudication of any disciplinary proceedings.

(2) Academic administrative procedures pertaining to paragraph (D)(1)(b) of this rule.

(a) With concurrence from the faculty member and the department chairperson, the academic dean or the associate vice president of the extended university may invoke sanctions specified in paragraph (D)(1)(b) of this rule.

(b) The recommendation for sanction, paragraph (D)(1)(b)(iii) of this rule, is made by the academic dean or the associate vice president for the extended university who forwards it to the provost, who must approve it and forward it to the president, who must approve it and forward it to the board of trustees for approval.

(3) Procedures pertaining to paragraph (D)(2) of this rule (non-academic, disciplinary sanctions).

(a) After receiving notification from the instructor that a sanction has been imposed and/or recommended in paragraph (E)(1)(d) of this rule, the office of student conduct will check to see if a sanction invoked by this code was previously imposed on the student. If it is determined that the student was previously sanctioned and was not successful in removing the sanction through the appeal process defined in paragraph (F) of this rule, the matter in its entirety will be referred to the academic hearing panel (AHP) (defined in paragraph (H) of this rule).

(b) The AHP will follow the process established in paragraph (F) of this rule to determine if the academic sanctions imposed by the instructor and/or dean are upheld and/or if disciplinary sanctions should also be applied.

(F) Academic appeals. All appeals for sanctions imposed as a result of this policy will be adjudicated by the academic hearing panel.

(1) An appeal of a sanction imposed by an instructor or a dean must be filed with the office of student conduct by the student within fifteen working days of receipt of the cheating/plagiarism sanction form.

(a) Hearing.

(i) The burden of establishing by a preponderance of the evidence that cheating or plagiarism occurred is on the person who claims the act took place.

(ii) The instructor shall provide documents, if any, in support of the decision and shall make a statement, orally, in writing, or both, of the facts and the basis for the decision.

(iii) The student may make a statement in writing, orally, or both.

(iv) Both the instructor and student may ask questions of the other at an appropriate time during the hearing.

- (v) Both may present witnesses.
- (vi) Both have the right to hear all testimony and examine all evidence.
- (vii) At the hearing, the student may be accompanied by one other person of his or her choice. That person may act as an advisor to the student, but may not participate in the hearing procedure in any manner whatsoever. No party may be represented by legal counsel.

(G) Plagiarism school. As a means to address less severe cases of student plagiarism (acts that may be considered by the instructor to be unintentional), the instructor may request that the student attend a remedial, private session administered by university libraries regarding acceptable ways to document research.

- (1) Plagiarism school will only be offered to students not previously sanctioned for plagiarism.
- (2) Plagiarism school will only be offered if both the instructor, and student and representative from university libraries (the plagiarism school instructor) agree by signing the "Plagiarism School Form." The instructor will indicate on the form how the sanction will be modified in favor of the student if the student completes all activities identified on the form.
- (3) A student's successful completion of plagiarism school does not in any way change the process of reporting acts of cheating and plagiarism according to this policy.
- (4) Upon successful completion of plagiarism school, university libraries will notify the instructor so that he/she can mitigate the sanction as indicated in the form.

(H) The academic hearing panel (AHP) is a special hearing panel established to decide cases resulting from either a referral for disciplinary sanctions from instructors, chairs, directors, or deans (paragraph (D)(2) of this rule), when an appeal of a sanction imposed by an instructor or a dean, or when a determination has been made that a student has previously been sanctioned for an act of academic dishonesty pursuant to this policy.

- (1) Composition. The panel shall be appointed by the provost: a minimum of ten KSU faculty, five having graduate faculty status (staggered, serving terms of two years), a minimum of five current KSU graduate students (serving a one-year term), and a minimum of five current KSU undergraduate students (serving a one-year term). The provost will appoint one faculty member as chair at the beginning of each fiscal year.
- (2) Charge. For the purpose of holding a hearing, the chair will select a hearing committee of three AHP members (two faculty and one student). The committee selections should be based on graduate/undergraduate status (graduate faculty and student for cases involving an accused graduate student, undergraduate faculty and student for cases involving an accused undergraduate student) and be consistent with eligibility standards set in (H)(4) of this rule. The AHP will conduct hearings based on allegations of academic misconduct and determine if the accused student is in violation of this policy. Once the AHP has determined that a violation has been committed, the student will be assessed an academic sanction (as defined in paragraph (D)(1) of this rule or as defined in paragraph (D)(2) of this rule or a combination of both.) The severity of the offense and the student's overall behavior regarding academic honesty will determine the sanction(s) assessed against the student.
- (3) Training. Annual training will be offered in a joint effort by persons appointed by the provost and the vice president for enrollment management and student affairs, and convened by office of student conduct.
- (4) Eligibility. Faculty who are current instructors of the accused student, faculty of the instructor's department, and any student appointed to the AHP who shares a class, residence, or known affiliation with the accused student are not eligible to sit on the AHP hearing committee for that respective accused student.
- (5) Records. All AHP hearings are closed to the public and are recorded, minimally audio, using current technological equipment available (i.e. DVD). All technological recordings shall be destroyed in accordance with university recordkeeping protocol.
- (6) All matters pertaining to the conduct of the appeal hearing shall be under the sole authority of the academic hearing panel.

(I) Appeals.

(1) Students, faculty, and deans may appeal the decisions of the hearing board or officers to the provost. No additional appeal will be heard.

(2) Appeals are limited to the following reasons:

(a) The decision is not in accordance with the evidence presented;

(b) The decision was reached through a procedure not in accordance with this rule;

(c) New information is available which may suggest modification of the decision;

(d) Sanction(s) imposed were not appropriate for the conduct violation which the student was found responsible for;

(3) An appeal must be in writing, must state clearly the rationale for the appeal and must be submitted within seven calendar days of the date of the decision.

(J) This policy will be effective beginning with the fall 2012 catalog year.

Effective: March 1, 2015

Prior Effective Dates: 12/24/1979, 1/6/1981, 6/11/1986, 4/20/1995, 7/5/1995, 5/9/1997, 3/7/2000, 6/1/2007, 8/21/2011, 5/31/2012

3-01.2 Administrative policy regarding class attendance and class absence

(A) Purpose. Regular attendance in class is expected of all students at all levels at the university. While classes are conducted on the premise that regular attendance is expected, the university recognizes certain activities, events, and circumstances as legitimate reasons for absence from class. This policy provides for accommodations in accordance with federal and state laws prohibiting discrimination, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. §794, and its implementing regulation, 34 C.F.R. Part 104; Title II of the Americans with Disabilities Act of 1990, 42 U.S.C. §12131 et seq., and its implementing regulations, 28 C.F.R. Part 35; as well as university policy 5-16. This policy describes the procedures for requesting and responding to legitimate absences.

(B) Class attendance. The individual instructor has both the responsibility and the prerogative for managing student attendance. The instructor's policy regarding attendance for each course should be written in the course syllabus and communicated to students during the first week of the term. The policy may take alternate forms within the bounds of appropriate instructional techniques.

(C) Class absence. Legitimate reasons for an "excused" absence include, but are not limited to, illness and injury, disability-related concerns, military service, death in the immediate family, religious observance, academic field trips, and participation in an approved concert or athletic event, and direct participation in university disciplinary hearings.

(D) Academic requirement. Even though any absence can potentially interfere with the planned development of a course, and the student bears the responsibility for fulfilling all course requirements in a timely and responsible manner, instructors will, without prejudice, provide students returning to class after a legitimate absence with appropriate assistance and counsel about completing missed assignments and class material. Neither academic departments nor individual faculty members are required to waive essential or fundamental academic requirements of a course to accommodate student absences. However, each circumstance will be reviewed on a case-by-case basis.

(E) Informal resolution should first be attempted between individual instructors and students in the event of any attendance-related concerns. If informal resolution is unsuccessful, the following offices, with respect to that office's purview, can provide assistance and guidance on attendance concerns, and instruction on filing a grievance: student ombuds, student accessibility services (SAS), or equal opportunity and affirmative action.

(F) Student responsibilities: In addition to this policy, students are responsible for following the procedures and policies of the respective offices from which they are seeking assistance, e.g. student accessibility services, the student ombuds, etc. In all instances of absences, students shall be responsible for all material covered in class during their absence. Students are responsible for completing any makeup work resulting from their absence. In no case is an excuse from class to be interpreted as a release from class responsibility.

(G) General procedures and responsibilities for requesting and determining legitimate class absence:

- (1) Instructors shall:
 - (a) Inform student about assignments to be made during the absences, and make alternative suggestions for acquisition of the material missed.
 - (b) Provide reasonable opportunity for a makeup examination and/or assignment if a legitimate absence occurs on an examination day and/or a day when an assignment is due. In the extraordinary circumstance where it is not feasible to offer a makeup examination and/or assignment, some acceptable alternative must be provided.
 - (c) Resolve conflicts arising from a legitimate absence as provided in this rule through appropriate administrative channels.
- (2) Students shall:
 - (a) Follow the documentation procedures set forth below.
 - (b) Notify their instructors as soon as possible of class absences.

(H) Procedures and responsibilities for requesting an absence due to attendance at a sponsored activity. For the purposes of this rule, "sponsor" refers to the organizer of the activity or event.

- (1) Sponsors shall:
 - (a) Provide a list to each participant of all approved events that might involve student absences from classes. The list should be given to the participants at or before the first scheduled class, activity, or field trip of the semester, or before the end of the second week of the semester, whichever occurs first. In cases where the date and time of the scheduled activity is not known within this time frame, approval to schedule an event which will result in student absences must be secured from the administrative officer directly above the sponsoring unit; e.g., college dean, director of athletics, etc.
 - (b) Provide each participating student with a signed "class absence authorization form" for each of the student's affected classes at the time the list of events is distributed.
 - (c) Coordinate resolution of conflicts with instructors.
- (2) Instructors shall:
 - (a) Refer to paragraph (G)(1) of this rule.
- (3) Students shall:
 - (a) Provide the sponsor of the activity with a list of classes which conflict with the proposed activity or field trip. This list should be presented at or before the first scheduled class or activity meeting that causes the conflict.
 - (b) Present a "class absence authorization form" to instructors in all affected courses and return the signed "class absence authorization form(s)" to the sponsor of the activity before the end of the second week of the semester. In the event the absence was due to illness or injury, verification from the health center or other medical officer should be presented to the instructor.

(I) Procedures and responsibilities for requesting an absence due to a disability. Under no circumstances are students solely responsible for the resolution of such conflicts arising from disability-related absences.

- (1) Instructors shall:
 - (a) Communicate and collaborate with student accessibility services (SAS) in the event of a student's attendance accommodation due to a disability.
 - (b) Refer to paragraph (G)(1) of this rule.
- (2) Students shall:

- (a) Consult with student accessibility services (SAS) if frequent or prolonged absences are anticipated due to a disability.
 - (b) In consultation with student accessibility services (SAS), and in accordance with their attendance policy modification, provide their instructors, each semester, with a SAS-issued accommodation document, which may be presented to the instructor in lieu of verification from a medical provider.
 - (c) Contact their instructor as close to the beginning of the semester as possible to discuss the attendance modification accommodation.
- (J) Procedures and responsibilities for absence due to medical illness/injury.
- (1) Instructors shall:
 - (a) Refer to paragraph (G)(1) of this rule.
 - (2) Students shall:
 - (a) Provide verification from their medical provider.
 - (b) Refer to paragraph (G)(2) of this rule.
- (K) Procedures and responsibilities for requesting an absence due to religious observation.
- (1) Instructors shall:
 - (a) Refer to paragraph (G)(1) of this rule.
 - (2) Students shall:
 - (a) Notify the instructor as close to the start of the semester as possible of any scheduled classes that conflict with observed religious holidays.
- (L) Procedures and responsibilities for requesting an absence to perform military service.
- (1) Instructors shall:
 - (a) Refer to (G)(1)
 - (2) Students shall:
 - (a) Notify the instructor as close to the start of the semester, or as soon as possible, of any scheduled classes that conflict with military leave.
 - (b) Consult the office of the university registrar in the event a prolonged absence is anticipated.

Effective: March 1, 2015

Prior Effective Dates: 11/4/1977, 9/13/1979, 10/26/1979, 2/14/1983, 1/30/1985, 7/10/1985, 9/7/1988, 1/29/1992, 9/19/2005

5-16 University policy regarding unlawful discrimination and harassment

(A) Policy.

- (1) 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.

(2) It is the policy of the university to:

- (a) Apply the federal and state definitions of unlawful discrimination and harassment in implementing this policy.
- (b) Communicate that unlawful discrimination and harassment are unacceptable and will not be tolerated.
- (c) Educate the university community regarding individual rights with regard to unlawful discrimination and harassment.
- (d) Investigate alleged incidents that are reported in an appropriate and timely manner.

(3) This policy is intended to promote the university's commitment to equal opportunity and diversity. It is not intended to censor first amendment rights to express ideas and opinions on any topic provided that expression is not in the form of unlawful discrimination or harassment.

(4) In accordance with all applicable state and federal laws including, but not limited to, the Civil Rights Act of 1964 and its amendments, this policy shall apply to all university programs and services including, but not limited to, the following: recruiting, admission, access to programs, financial aid, classroom instruction, academic progress/grading, and social, recreational and health programs.

(5) In accordance with all applicable state and federal laws including, but not limited to, Title VII of the Civil Rights Act in employment this policy shall apply to, but not necessarily be limited to, the following: employment, promotion, demotion or transfer, recruitment or recruitment advertising, layoff or termination, rates of pay or other compensation, and selection for training.

(6) The "office of equal opportunity/affirmative action", or "EO/AA", is the university department responsible for administering this policy. The office is located within the division of human resources.

(7) Kent state university prohibits retaliation against any individual who makes a complaint of unlawful harassment. Similarly, any person who participates or cooperates in any manner in an investigation or any other aspect of the process described herein shall not be subject to retaliation. Retaliation is itself a violation of this policy and is a serious offense. Complaints regarding allegations of reprisal should be immediately reported to the equal opportunity/affirmative action office.

(B) Eligibility. All students, faculty, staff, independent contractors, guests, visitors, applicants, and university recognized student organizations.

(C) Definitions.

(1) Protected category. Kent state university defines a protected category to include race, color, religion, gender, sexual orientation, national origin, ancestry, disability, genetic information, age, military status, and identity as a disabled veteran or veteran of the Vietnam era, recently separated veteran, or other protected veteran.

(2) Unlawful discrimination. An intentional or unintentional act that adversely treats or impacts an individual in a protected category in employment, or in academic or non-academic decision making based on the protected category.

(3) Unlawful harassment. Includes intimidation, ridicule or insults that are sufficiently severe, pervasive or persistent as to interfere with or limit the ability of an individual to participate in or benefit from the services, activities or privileges provided by the University; creates an intimidating, hostile or offensive working and/or learning environment; or otherwise adversely affects an individual's work or learning opportunities, and is based on an individual's race, color, religion, gender, sexual orientation, national origin, ancestry, disability, genetic information, age, military status, identity as a disabled veteran or veteran of the Vietnam era, recently separated veteran, or other protected veteran.

(4) Hostile environment. An hostile environment may be created by oral, written, graphic or physical

conduct that is sufficiently severe, persistent, or pervasive so as to interfere with or limit the ability of an individual to participate in or benefit from the university's academic, student, residential, or employment programs or activities and is based on a protected class.

(5) Unlawful conduct. Unlawful verbal or physical conduct may include, but is not limited to, comments focused on physical features, taunts, epithets/slurs, defacing property and/or items that demonstrate hostility to a person's protected class.

(6) Race/color/national origin/ancestry unlawful discrimination and harassment.

(a) Race and color. State and federal law prohibit discrimination on the basis of race or color. Race or color discrimination is defined as unlawful treatment of an individual based on characteristics associated with race.

(b) Racial harassment is defined as any verbal or physical behavior or conduct that has the purpose or effect of:

(i) Creating an intimidating, hostile, or offensive employment, educational or university living environment;

(ii) Interfering with an individual's or group's educational experience, employment, university living environment, personal safety or participation in university sponsored activity; or

(iii) Threatening an individual's or multiple individual's employment or academic opportunities.

(c) National origin/ancestry. National origin or ancestry discrimination is defined as unlawful treatment of an individual based on birthplace, ancestry, culture, or linguistic characteristics common to a specific ethnic group or national origin.

(7) Gender discrimination and harassment

(a) Gender. State and federal law prohibits unlawful discrimination based on gender or sex. Both men and women are protected from discrimination. Gender discrimination includes, but is not limited to, discrimination based on pregnancy, childbirth and disability due to pregnancy, non-conformance to gender stereotypes, and discrimination based on gender identity, including transgender identity.

(b) Sexual harassment. Sexual harassment is defined as:

(i) Unfavorable or unwelcome treatment; and

(ii) Made without consent; and

(iii) Is severe or pervasive; and

(iv) Has the purpose or effect of unreasonably interfering with an individual's employment or academic performance; or

(v) Creates an intimidating, hostile, or offensive working, academic, or university environment.

(vi) Sexual harassment includes sexual exploitation and sexual misconduct, and is further defined in rule [3342-5-16.2](#) of the Administrative Code.

(8) Religious discrimination and harassment. State and federal law prohibits unlawful discrimination on the basis of religion, and requires reasonable accommodation for religious practices, unless to do so would cause "undue hardship" on the conduct of business. Religion is broadly defined to include all aspects of religious observance, practice and belief.

(a) The religious beliefs must be sincere to the person seeking protection.

(b) Conduct including, but not limited to, insistence, either implicitly or explicitly, that an individual participate in or not participate in religious activities or hold or not hold particular religious views, may constitute religious harassment.

(9) Disability discrimination and harassment

(a) The Americans with Disabilities Act as Amended (ADAA), sections 503 and 504 of the Rehabilitation Act, and Chapter 4112 of the Revised Code prohibit unlawful discrimination against individuals with disabilities. This includes individuals who:

- (i) Have a physical or mental impairment that substantially limits one or more of his/her major life activities;
- (ii) Have a record of such an impairment; or
- (iii) Are regarded as having such an impairment.

(b) Federal law requires making reasonable accommodations to the known physical or mental limitations of a qualified individual with a disability unless to do so would cause an undue hardship on the operation of the business.

(10) Age Discrimination and harassment

The Age Discrimination in Employment Act of 1967, as well as Chapter 4112, of the Revised Code, prohibits unlawful discrimination on the basis of age with respect to individuals who are at least forty years of age.

(11) Sexual Orientation discrimination and harassment

(a) Kent state university policy prohibits unlawful discrimination based on sexual orientation. This includes gay, lesbian, and bisexual individuals.

(b) Sexual orientation harassment is defined as any verbal or physical behavior or conduct that has the purpose or effect of:

- (i) Creating an intimidating, hostile, or offensive employment, educational or university-based living environment;
- (ii) Interfering with an individual's or multiple individual's employment or academic opportunities.
- (iii) Limiting an individual's access to employment, admission, academic success, or university activities and facilities because of the individual's sexual orientation.

(12) Veterans

The Vietnam Era Veterans Readjustment Assistance Act of 1974 prohibits unlawful discrimination and requires affirmative action in all employment practices for special disabled veterans and Vietnam era veterans.

(13) Military status.

Federal and state law prohibits unlawful discrimination on the basis of military status in employment decisions. Military status includes active duty, active duty for training, initial active duty for training, inactive duty for training, full-time national guard duty and performances of duty or training by a member of the Ohio organized militia.

(14) Genetic information

Title II of the Genetic Information Nondiscrimination Act of 2008, (GINA) protects applicants and employees from discrimination based on genetic information in hiring, promotion, discharge, pay, fringe benefits, job training, classification, referral, and other aspects of employment. GINA also restricts employers' acquisition of genetic information and strictly limits disclosure of genetic information. Genetic information includes information about genetic tests of applicants, employees, or their family members; the manifestation of diseases or disorders in family members (family medical history); and requests for or receipt of genetic services by applicants, employees, or their family members.

(D) Implementation

(1) The office of equal opportunity/affirmative action and/or the Title IX coordinator (when applicable) is responsible for administering this policy.

(2) To determine the most appropriate complaint and resolution process, anyone who believes that unlawful harassment or discrimination has occurred may contact their immediate supervisor and/or one of the following university offices: the office of equal opportunity/affirmative action, employee relations, dean of students, student ombuds, the student multicultural center, the division of diversity, equity and inclusion, the women's center, the Title IX coordinator or deputy coordinators, or an appropriate university employee. Anyone who feels physically threatened or has been physically harmed should immediately contact the appropriate law enforcement agency. All offices receiving complaints must notify the office of equal opportunity/affirmative action, or when applicable, the Title IX coordinator or a deputy coordinator, per rules [3342-5-16.1](#) and [3342-5-16.2](#) of the Administrative Code.

(3) A violation of this policy should be reported as soon as possible after an incident occurs so appropriate action can be taken according to university policy.

(4) The confidentiality of all parties will be honored to the extent legally protected and which provides for an appropriate investigation. Persons seeking information or guidance concerning potential discrimination or harassment allegations are advised that the university may take action once it is informed of an allegation whether or not the person wants to pursue a complaint. However, Title IX of the Education Amendments of 1972 requires the university investigate all allegations of gender discrimination, sexual harassment, and sexual misconduct. The administrative investigation, addressed in rule [3342-5-16.2](#) of the Administrative Code, is separate from any other investigations, including investigations by law enforcement.

(E) Violations.

(1) It is a violation of this policy and federal and state laws for anyone to engage in unlawful discrimination and/or harassment as defined in paragraph (C) of this rule.

(2) The university is committed to eliminating unlawful discrimination and harassment, wherever they occur in the university community, by taking corrective action as a result of violations of this policy. Violations may lead to disciplinary action which may include separation from the university.

(3) Retaliation against persons who file complaints or cooperate with the investigation of a complaint of discrimination or harassment is a violation of this policy as well as the law, and is strictly prohibited. Overt or covert acts of reprisal, interference, restraint, penalty or intimidation against any person for exercising rights under this policy will be subject to appropriate and prompt disciplinary and remedial action.

(4) If the office of equal opportunity/affirmative action determines that a complainant intentionally falsely accused another of harassment, appropriate sanctions will be recommended against the complainant.

(F) Sanctions.

If it is found that an individual's conduct violates this policy, sanctions will be recommended. Action may include, but is not limited to, counseling, training, oral or written warning, no-contact orders, transfer, suspension, termination or expulsion. The degree of action may be determined based on the intent and outcome of the behavior. Sanctions shall be based on the nature and severity of the offense and the extent of the findings. Any processes and sanctions will be in accordance with the provisions of the appropriate collective bargaining agreement, student conduct code, employee disciplinary procedure, or other appropriate university policy, and will be provided in writing to both the respondent and complainant.

(G) Responsibilities.

(1) The office of equal opportunity/affirmative action, or the Title IX coordinator or deputy coordinators (when applicable) are responsible for administering this policy.

(2) It is expected that all members of the university community share the responsibility for non-discrimination and harassment prevention and report all instances of discrimination or harassment (rules [3342-5-16.1](#) and [3342-5-16.2](#) of the Administrative Code).

Effective: March 1, 2015

Prior Effective Dates: 4/5/1982, 11/22/1985, 12/29/1986, 5/4/1991, 6/29/1992, 4/21/2003, 2/10/2005, 6/1/2007, 3/5/2008, 2/25/2009

5-16.1 Administrative policy and procedures regarding complaints of unlawful discrimination and harassment, with the exception of gender based

(A) Policy statement.

(1) It is the policy of the university to provide a mechanism for achieving equitable and expedient resolution to complaints of unlawful discrimination and harassment based on protected categories: race, color, religion, gender, sexual orientation, national origin, ancestry, disability, genetic information, age, military status, identity as a disabled veteran or veteran of the Vietnam era, recently separated veteran, or other protected veteran. It is a violation of university policy, and federal and state laws for anyone to engage in unlawful discrimination/harassment, as defined by rule 3342-5-16 of the Administrative Code. The university is committed to eliminating unlawful discrimination and harassment, wherever they occur in the university community, by investigating, and when appropriate, taking corrective action as a result of violations of this policy. Violations may lead to disciplinary action, which may include separation from the university.

(a) Retaliation. Retaliation against a person filing a complaint or against others participating in an investigation is prohibited, per rule 3342-5-16 of the Administrative Code.

(b) Complaints are to be made in good faith. If the office of equal opportunity/affirmative action determines that a complainant knowingly falsely accused another of harassment, appropriate sanctions will be recommended against the complainant.

(B) Eligibility. All students, faculty, staff, independent contractors, guests, visitors, applicants, and university recognized student organizations.

(C) Definitions.

(1) The "office of equal opportunity/affirmative action", or "EO/AA", is the university department responsible for administering this policy. The office is located within the division of human resources.

(2) A "complaint" of unlawful discrimination/harassment is defined as an allegation of a violation of university policy, "University policy regarding unlawful discrimination and harassment," rule 3342-5-16 of the Administrative Code.

(3) A "complainant" is defined as any individual who has initiated a complaint for administrative investigation. A university department may also serve as a complainant on behalf of individual(s) or a protected class.

(4) A "respondent" is defined as any individual and/or unit or department who has been accused of unlawful harassment/discrimination.

(5) An "investigator" is an office of equal opportunity/affirmative action staff member and/or facilitator who to conducts the investigation.

(6) An "affirmative action facilitator" is a liaison between the administrative unit and office of equal opportunity/affirmative action.

(D) Implementation.

(1) Where to file. Generally, complaints of alleged violations of this policy must be reported to the office of equal opportunity/affirmative action or a designated facilitator.

(a) However, because of the nature of certain offenses and specific regulation under Title IX of the Educational Amendments of 1972, complaints regarding gender discrimination, gender and sexual harassment, and sexual misconduct by staff, students, and visitors will be investigated in accordance with rule [3342-5-16.2](#) of the Administrative Code.

(b) In the event a complainant files a complaint for unlawful discrimination or harassment based upon multiple protected classes that includes one of the offense specified in paragraph (D)(1)(a) of this rule, the complaint will be investigated in accordance with both this rule and

rule [3342-5-16.2](#) of the Administrative Code. The results of both will be included in the findings issued pursuant to paragraph (E) of this rule.

(c) The office of equal opportunity/affirmative action may initiate an investigation without a specific complainant if it is made aware of allegations, or has reason to believe, that rule 3342-5-16 of the Administrative Code has been violated.

(2) Time periods to file. Complaints must be reported to the office of equal opportunity/affirmative action within thirty business days of the alleged act or discovery of the alleged act, with the exception of complaints regarding gender discrimination, gender and sexual harassment, and sexual misconduct which must be submitted to the Title IX coordinator/deputy coordinator in accordance with rule [3342.5-16.2](#) of the Administrative Code.

(3) Right to file with external agencies. A complainant also has the right to file a complaint against the university with external agencies including the Ohio civil rights commission (employees alleging discrimination; students alleging disability discrimination) within one hundred eighty days, the equal employment opportunity commission (employees alleging discrimination) within three hundred days, and the department of education office for civil rights (employees and students alleging discrimination) within one hundred eighty days. The timeline is based on the alleged act or the discovery of the alleged act. However, it is recommended that the complainant first exhaust these internal complaint procedures described in this policy.

(4) Confidentiality. The university will make every reasonable effort to honor the confidentiality and privacy of all parties involved to the extent legally allowed in accordance with FERPA, the Ohio Public Records Law and other applicable laws.

(5) Timely cooperation is expected of all involved parties throughout the complaint process. All parties are expected to be respectful of one another's privacy and to discuss the case, only with those who have a need to know. For employees, reasonable administrative time-off shall be permitted for a complainant, respondent, and fellow employees who are asked to participate in and attend an investigation session. The employee(s) shall notify their supervisor in writing as early as possible. The supervisor will comply with the employee's request but shall maintain the right to establish a reasonable time to schedule a meeting during the work day. The office of equal opportunity/affirmative action, as well as other units involved in the complaint process, will document the date(s) and time(s) of such meetings.

(E) Complaint procedures. It is important to process a complaint as expeditiously as possible. The number of business days indicated below at each level shall be the intended timeline. The time specified, however, may be extended by written notice from the investigator to the complainant and respondent. In all cases, a person who (1) reports or complains, (2) participates in an inquiry or investigation, or (3) is accused may be accompanied by an individual of their choice who shall be permitted to attend, but not participate in the proceedings. Respondents represented by legal counsel are to advise the office of equal opportunity/affirmative action in advance of the meeting. Legal counsel may advise their client, but may not participate in the meeting.

(1) Informal resolution/pre-complaint counseling procedure.

(a) The complainant must contact the office of equal opportunity/affirmative action and express a desire to file a complaint with the office. The preferable method is to provide the complaint in writing. The complaint should specify the conduct at issue and the protected class(es) on which the alleged discrimination is believed to be based. A complaint form is available on the office of equal opportunity/affirmative action website.

(b) The office of equal opportunity/affirmative action and/or the area affirmative action facilitator is available to provide information, guidance, and direction to resolve complaints. A complainant shall be provided an opportunity to discuss their complaint and determine if the complaint falls within the scope of the university policy regarding nondiscrimination, rule 3342-5-16 of the Administrative Code.

(c) Informal resolution may first be attempted by a complainant at the unit level by contacting the appropriate supervisor or administrator over the academic unit, residence hall, or administrative office.

(d) If the supervisor or administrator is the alleged harasser, the complainant may attempt resolution with the next level of supervision or contact the office of equal opportunity/affirmative action.

(e) A complainant has the right to report the complaint and pursue informal resolution directly through the office of equal opportunity/affirmative action.

(f) If informal resolution is not reached, complainants may initiate a formal complaint through the appropriate administrative unit and process, which may include the office of equal opportunity/affirmative action or the office of student conduct. Refer to chapter 4 of the policy register for student conduct procedures.

(g) The complainant at all times has the right to concurrently file a report with the university police or appropriate law enforcement agency, and/or utilize additional university policies and processes; for example, the student academic and nonacademic grievance procedures, or the student conduct procedure. If the complainant decides to utilize additional university resources, each process will operate in accordance with its own procedures, separate from the procedure provided in this policy.

(h) The informal resolution process shall be completed within sixty calendar days.

(2) Formal discrimination complaint.

(a) If informal resolution is not reached, or not attempted, the complainant(s) may initiate a formal complaint action by notifying the office of equal opportunity/affirmative action of their intent to do so, preferably by submitting the "internal complaint of discrimination form" available through the office of equal opportunity/affirmative action. Anonymous and indirect reports will be reviewed to determine if enough credible information has been provided to substantiate a complaint. If it is determined that an investigation is appropriate, the office of equal opportunity/affirmative action may initiate an investigation without a specific complainant.

(b) The office of equal opportunity/affirmative action shall notify in writing the appropriate administrative party of the written complaint and the respondent within ten business days from the date of the filing of the complaint.

(i) If a supervisor or administrator is named in the complaint, resolution will be attempted with the next level of supervision or administration.

(ii) The office of equal opportunity/affirmative action shall notify the respondent of the complaint, provide the respondent with a copy of the complaint, and inform them of the right to present their case during the investigation. The respondent shall be given ten business days to provide a statement in response to the complaint.

(iii) Both the complainant and the respondent have the right to be accompanied and advised by an advocate during the complaint process. If the complainant or respondent wishes to exercise this option, they are to provide notice to the office of equal opportunity/affirmative action prior to the scheduled meeting informing the office who they will be accompanied by.

(c) The office of equal opportunity/affirmative action and/or designated facilitator shall have sixty calendar days to investigate the complaint. During this period, and with the consent of both the complainant and respondent, the office of equal opportunity/affirmative action may suspend the investigation in order to initiate and implement a problem resolution strategy. If additional time is needed to complete the investigation, both parties will be notified.

(d) Completion of investigation – employee, university department, or student organization as respondent:

(i) Upon completion of the investigation, the office of equal opportunity/affirmative action will provide the appropriate administrators, the respondent, and the complainant with a written summary of the investigation findings. If a violation of the university discrimination policy is found, the summary will include proposed recommendations to resolve the complaint. The recommendations should include corrective, remedial, and/or preventative action.

(ii) The office of equal opportunity/affirmative action's written summary will serve as the university's administrative disposition of the complaint. It is the appropriate administrative unit's responsibility to accept the proposed recommendations or suggest modifications in conjunction with the office of equal opportunity/affirmative action. The resolution will be documented by the office of equal

opportunity/affirmative action and submitted to the vice president of human resources. Such terms of the agreement may then be subject to review by the responding department's vice president. However, a vice president may review and initiate proposed recommendations at any time during the process.

(iii) The responding department shall, in a timely fashion, advise the office of equal opportunity/affirmative action what sanctions will be implemented and report on the progress of implementing the sanctions.

(e) Completion of investigation – student as respondent:

(i) If the respondent is a student, a formal complaint will initiate an investigation as described above and result in a student conduct hearing. This process is contained in the code of student conduct.

(ii) The complainant and accused will be given equal and timely access to information that will be considered by the hearing panel in making its decision.

(iii) Both the complainant and accused may bring a person of their choosing to accompany them through the disciplinary process. This person may attend the hearing, but may not participate.

(iv) Both the complainant and accused may bring witnesses to provide information during the hearing. The findings of the office of equal opportunity/affirmative action's investigation will be shared verbally at the hearing. Both parties, as well as the hearing panel, will be able to ask questions of the investigator to clarify the investigation and its results.

(v) The hearing panel will use a preponderance of the evidence standard in making its determination (i.e. it is more likely than not that the offense occurred, based on the evidence presented.)

(vi) The outcome of the hearing, including sanctions if an accused student is found responsible, will be provided in writing to both the accused student and the complainant.

(vii) Sanctions may include, but are not limited to: warning, probation, campus access restrictions, counseling referral, reflection assignment, monetary penalty (two hundred dollars maximum), no contact order, suspension, dismissal, or other as deemed appropriate.

(f) If the accused is not a current student, current employee, university department, or student organization, a determination proceeding may be held pursuant to rule [3342-5-12.7](#) of the Administrative Code. A decision will be made and shared with the complainant and accused, in writing, within five (5) business days of the completion of the proceeding. Sanctions may include restrictions on the accused's ability to visit campus, including an order that they are no longer permitted on campus, in accordance with rule 3342-5-12.7 of the Administrative Code.

(3) Appeal process.

(a) Appeal process - employee, university department, or student organization as respondent:

(i) An appeal of the disposition findings may be initiated by submitting a written request to the office of equal opportunity/affirmative action within seven (7) calendar days upon receipt of the findings.

(ii) Upon receipt of the appeal, the office of equal opportunity/affirmative action shall notify the appropriate administrative party. The other party shall be notified, provided a copy of the appeal and given an opportunity to respond in writing.

(iii) The office of equal opportunity/affirmative action shall have ten (10) business days to review the appeal and any appropriate documentation.

(iv) Upon completion of the appeal review, the office of equal opportunity/affirmative action will provide the appropriate administrators, the respondent, and the complainant with a written summary of the appeal determination. If a violation of the university discrimination policy is found, the summary will include a proposed recommendation to resolve the complaint. The recommendation should include corrective, remedial, and/or preventative action.

(v) The office of equal opportunity/affirmative action's written appeal determination will serve as the university's administrative disposition of the complaint. It is the appropriate administrative unit's responsibility to accept the proposed recommendations or suggest modifications in conjunction with the office of equal opportunity/affirmative action. The final resolution will be documented by the office of equal opportunity/affirmative action and submitted to the vice president of human resources. Such terms of the agreement may then be subject to review by the responding department's vice president. However, a vice president may review and initiate proposed recommendations at any time during the process.

(vi) With the completion of the appeal determination, the internal complaint appeal procedures are exhausted.

(b) Appeal process – student respondent. If the respondent is a student, and a student conduct hearing has been held, the decision may be appealed within seven (7) days by either the complainant or the accused in accordance with the student conduct appeals procedure contained in the code of student conduct.

(c) Appeal process – visitor respondent. If the accused is not a current student, current employee, or university department, a request for review of the determination proceeding decision may be made to vice president of enrollment management and student affairs, or their designee, in accordance with rule [3342-5-12.7](#) of the Administrative Code. A final decision will be made and shared with the complainant and accused, in writing, within thirty days of receipt of the request for review.

(F) Recommended actions and sanctions. If it is found that an employee's, university department's, or student organization's conduct violates the university policy, action will be recommended by the investigator to the appropriate supervising department. Actions and sanctions may include, but are not limited to, counseling, training, oral or written warning, no contact orders, transfer, activity limitations, campus access restriction, removal of recognition, suspension, termination or expulsion. The degree of action may be determined based on the intent and outcome of the behavior. Sanctions shall be based on the nature and severity of the offense and the extent of the findings. The university will ensure that all parties are afforded due process in its complaint handling. Any sanctions will be in accordance with the provisions of the appropriate collective bargaining agreement, employee disciplinary procedure, or other appropriate university policy, and will be provided in writing to both the respondent and complainant.

(G) Responsibilities.

(1) The office of equal opportunity/affirmative action is responsible for administering this policy.

(2) All members of the university community share the responsibility for reporting instances of discrimination or harassment.

(3) The office of equal opportunity/affirmative action facilitators are responsible for complaint intake and providing information, guidance, and direction in utilizing the complaint procedure at the regional campuses.

(4) Managers are responsible for providing information, guidance, disseminating policy, advising appropriately, and complying with timely investigative procedures.

(H) The appropriate vice president, or their designee, may, on their own initiative, utilize an expedited resolution process with regard to any aspect of the complaint including any proposed recommendations with the offices of the appropriate vice presidents and/or president. This process in so far as practicable, should take no longer than twenty business days from filing.

(I) Retaliation. Kent state university prohibits retaliation against any individual who makes a participates in a complaint of unlawful harassment, pursuant to rule 3342-5-16 of the Administrative Code.

Effective: March 1, 2015

Prior Effective Dates: 5/20/1992, 2/11/2003, 4/21/2003, 6/1/2007

Related Forms:

[Downloadable Discrimination Complaint Form](#)

5-16.2 Administrative policy regarding complaints of unlawful gender discrimination, gender/sexual harassment, sexual misconduct, stalking, and intimate partner violence

(A) Policy statement. Unlawful gender-based discrimination, which includes sexual harassment, sexual misconduct, stalking and intimate partner violence, can interfere with a student's ability to participate in or benefit from university academic and non-academic programs, an employee's ability to function in the workplace, and a campus visitor's to ability to utilize the university programs and services. Unlawful gender-based discrimination is prohibited at Kent state university. The procedure below is intended to afford a prompt, thorough, and impartial response from the university to an allegation of gender discrimination, sexual harassment, sexual misconduct, stalking, and intimate partner violence.

(B) Eligibility. This administrative policy shall apply to all students, faculty, staff, independent contractors, guests, visitors, applicants, university departments and programs, and university recognized student organizations. It shall apply to all incidents occurring on any of the university's campuses or centers (including international locations), university events off campus, and any incidents occurring off campus that involve both a student or employee as the alleged victim and a student or employee as the accused.

(C) Definitions.

(1) Gender based discrimination. Title VII, Title IX, Chapter 4112 of the Revised Code, and rule 3342-5-16 of the Administrative Code, prohibit unlawful discrimination on the basis of gender or sex. All persons are protected from unlawful discrimination.

(a) Pregnancy. Unlawful gender discrimination includes, discrimination based on pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery from any of these conditions. Students seeking an accommodation based upon pregnancy may contact the student ombuds and/or the Title IX coordinator. Employees seeking an accommodation based on pregnancy should contact the Title IX coordinator.

(b) Gender Identity. Unlawful gender discrimination includes discrimination based on an individual's gender identity or non-conformance to gender stereotypes. Sexual orientation is protected under rule 3342-5-16 and investigated under rule 3342-5-16.1 of the Administrative Code. However, regardless of an individual's actual or perceived sexual orientation, discrimination and harassment based on a person's gender identity, or non-conformity to stereotypes associated with a particular gender, is prohibited and may be investigated under this policy. This includes discrimination based on an individual's transgender identity.

(2) Gender/sexual harassment. 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.

(3) Stalking. 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, 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.
- (4) Sexual misconduct. Sexual misconduct is a form of gender/sexual harassment, and therefore considered unlawful gender discrimination. Sexual misconduct includes:
- (a) Any 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. This 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;
- (5) Intimate partner violence. 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.
- (6) Consent. Consent is defined as the voluntary, unambiguous agreement to participate in an act, the nature of which is known to and understood by the consenter. Consent may be given verbally or nonverbally and may be withdrawn at any time before completion of the act.
- (a) A person may be incapable of giving consent due to physical incapacitation, physical or mental disability, threat, coercion, the influence of alcohol or drugs, or age.
- (7) Title IX coordinator. The Title IX coordinator is the university administrator responsible for overseeing the implementation of Title IX regulations, the enforcement of this policy, and all gender discrimination, gender/sexual harassment, and sexual misconduct, stalking and intimate partner violence investigations. Any claims of gender discrimination, gender/sexual harassment, sexual misconduct, stalking or intimate partner violence brought by employees will be investigated in accordance with both Title VII and Title IX regulations.
- (a) Title IX deputy coordinators. The Title IX coordinator may deputize their authority to investigate complaints brought under this policy to deputy coordinators. Deputy coordinators will be trained specifically to investigate such complaints. The Title IX coordinator, as well as the deputy coordinators, may work with other employees in various departments and campuses, (including affirmative action facilitators), in conducting an investigation, but the coordinator and/or deputy coordinator is ultimately responsible for each investigation.
 - (b) Training. The Title IX coordinator will be responsible for ensuring that annual training regarding investigations under this policy is received by: all Title IX deputy coordinators and

the coordinator; all student conduct hearing officers who will be hearing cases pertaining to this policy; and all administrators who will be hearing appeals under this policy. The Title IX coordinator is also responsible for providing regular training opportunities for the university community regarding reporting violations described within this policy.

(c) Contact information. The Title IX coordinator may be contacted at the following: Title IX coordinator, office of equal opportunity and affirmative action, division of human resources, Heer Hall, 635 Loop Rd., Kent, OH 44242-0001. Phone: (330) 672-2038, email: aa_eeo@kent.edu <http://www.kent.edu/hr/aa/titleix.cfm>

(D) 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.

(1) University medical services. If a victim of sexual misconduct informs university medical services, the medical personnel are not required to report details of incidents to the Title IX coordinator/deputy if doing so would violate patient confidentiality. However, a duty may exist to report such incident to the appropriate law enforcement agency.

(2) University psychological services. If a victim of sexual misconduct seeks the services of any psychological service of the university, the services' licensed counselors and their unlicensed trainees are not required to report details of incidents to the Title IX coordinator/deputy if doing so would violate patient confidentiality. However, a duty may exist to report such incident to the appropriate law enforcement agency.

(3) The Ohio Revised Code requires all felony crimes, which includes most cases of sexual assault and some cases of intimate partner violence, to be reported to the appropriate law enforcement agency. Due to this law, university employees (with the exclusion of licensed counselors and unlicensed counselor trainees acting in their capacity as such) are required to report to the appropriate law enforcement agency information brought to their attention concerning such occurrences.

(4) University departments may create individual reporting structures to facilitate prompt reporting and adequate response; however, all reports must ultimately be provided to the Title IX coordinator or deputy coordinators as quickly as possible. Any such departmental reporting structure must be documented and publicized within the department, as well as shared with the Title IX coordinator and deputy coordinators.

(E) Implementation.

(1) All reports of gender discrimination, gender/sexual harassment, sexual misconduct, stalking, or intimate partner violence must be investigated by the Title IX coordinator/deputy coordinators. This administrative investigation is separate from any other investigations, including investigations by law enforcement.

(2) The university will keep all information pertaining to the investigation as confidential as possible. If the complainant requests that their information not be shared with the accused, the university will honor such a request in so far as is compliant with the law. However, such a request may limit the extent to which the university is able to investigate and respond to the complaint. If the complainant wishes to file a formal complaint with the university, the complainant's name and any written statements submitted will be disclosed to the accused. If the university determines that the safety of the community is at risk, certain confidential information may need to be shared in order to protect the university community.

(3) As described in this rule, some complaints will require reporting to the appropriate law enforcement agency. There are times when the law enforcement agency may investigate the same complaint as the university. The law enforcement agency may ask the university to suspend its investigation while they commence their investigation. If this occurs, the university will inform the complainant and accused when the investigation is suspended, and when it resumes. At all times, a complainant has a right to independently file a complaint with any applicable law enforcement agency or outside enforcement agency. Such agencies include, but are not limited to, the Ohio civil rights commission (employees), the equal employment opportunity commission (employees), and the department of education, office of civil rights (employees and students). The timeline is based on the alleged act or the discovery of the alleged act. However, it is recommended that the complainant first exhaust the internal complaint procedures.

(4) Amnesty. All students are expected to report violations described in this policy. If a student who reports or who serves as a witness for such an incident is also in violation of another policy (such as a drug or alcohol offense) in conjunction with the incident, amnesty will be considered by the staff in the office of student conduct, and granted at their discretion, depending on the nature of the offense and the circumstances surrounding the incident.

(F) Investigation process and remediation.

(1) Informal investigation. Once the Title IX coordinator or deputy is made aware of an alleged violation, an informal investigation will begin and remedial measures may be taken to limit the effects of the alleged harassment or misconduct and prevent its reoccurrence. If the alleged victim is known and willing to participate, they will be made aware of any remedial measures available to them through the university, law enforcement, and community assistance, such as medical and counseling services.

(a) Interim remedial measures may include, but are not limited to: changes in housing assignments, changes in course scheduling, alternative employment conditions, no contact orders, and other measures specifically calculated to remediate any harassment. Interim measures will only occur with the consent of the alleged victim.

(i) A “no contact order” may be issued by the vice president for enrollment management and student affairs, or their designee, in accordance with the code of student conduct if the accused is a student, or by the Title IX coordinator, or their designee, if the accused is an employee. No contact orders must be issued in writing, with notice to both parties, and in conjunction with a formal complaint. Such orders are imposed when the university has reasonable cause to believe that the interaction of two people may pose a risk to the safety or well-being of those involved or others in the university community. Under the terms of such an order, both the parties are prohibited from communicating with each other. This pertains to direct contact and all forms of communication, including but not limited to email, social networking sites, phone, instant messaging, and any contact through third parties. A violation of such order may result in conduct and/or criminal charges. All parties have the option of pursuing a protective order from a court of relevant jurisdiction at all times. A no contact order may be valid pending the outcome of the investigation, the conclusion of the hearing process (if applicable), or for a time period specified by the issuer in the order.

(b) Mediation. In cases of gender discrimination or gender/sexual harassment, (but not sexual misconduct, stalking, or intimate partner violence), an informal mediation of the parties may be arranged, with permission of both parties, by the Title IX coordinator/deputy coordinator. During such a mediation, the parties will meet with an impartial mediator to discuss the alleged discrimination or harassment. The expectation of such a mediation is that both parties will attempt to come to an equitable resolution of the situation. Participation in mediation is completely voluntary by both parties, and consent to participate may be withdrawn at any time. Participation in a mediation does not begin a formal investigation by the university, but the alleged victim may request a formal investigation at any time. A successful mediation will result in a signed agreement between the parties, will close the university's investigation, and the matter will be considered resolved.

(2) Formal investigation. Generally, the alleged victim's express consent will be requested to conduct a formal investigation. Such consent should be provided in writing. In cases of perceived threat to the university community, the alleged victim's consent will not be required to conduct a formal investigation.

(a) Once a complainant gives the university consent to formally investigate, the Title IX coordinator or a deputy coordinator will investigate the complaint. This investigation may involve interviews with the complainant, accused, and possible witnesses, as well as information collection. Both the complainant and accused will be notified of the opening of the formal investigation, and both may suggest witnesses to interview or other evidence to review. Both the complainant and accused may bring a person of their choosing to accompany them through the interview process. This person may attend the interviews, but may not participate.

(b) A formal investigation will be completed within sixty days after a formal complaint with consent to investigate is submitted to the Title IX coordinator or a deputy coordinator. If more time is required to complete the investigation, the complainant and accused will be notified of such in writing.

(c) Student conduct. If the accused is a student, a formal complaint will initiate an investigation as described above and may result in a student conduct hearing. This process is contained in the code of student conduct. Both the complainant and accused are entitled to:

- (i) Logistical accommodations to participate outside of the hearing room during the proceeding;
- (ii) Equal and timely access to information that will be considered by the hearing panel in making its decision;
- (iii) Bring a person of their choosing to accompany them during the hearing. This person may attend the hearing, but may not participate;
- (iv) Bring witnesses to provide information during the hearing;
- (v) Ask questions of the Title IX coordinator or deputy coordinator regarding the investigation of the complaint. Information gained during the investigation may be shared at the hearing.

(d) When the formal investigation is complete, the findings will be shared in writing with both the complainant and the accused.

(i) If the accused is a student, the results of the student conduct hearing will be shared in writing with both the complainant and accused within five business days. The hearing panel will use a preponderance of the evidence standard in making its determination (i.e. it is more likely than not that the offense occurred, based on the evidence presented.) These results are to be considered the written findings of the investigation. Sanctions may include, but are not limited to: warning, probation, campus access restrictions, counseling assessment referral, reflection assignment, monetary penalty, no contact order, suspension, dismissal, or others as deemed appropriate and as outlined in the code of student conduct.

(ii) If the accused is a university employee or university department, a report of the investigation findings, including recommended sanctions, will be shared with the complainant and accused, as well as the applicable supervisory area to ensure that the university responds appropriately. A preponderance of the evidence standard will be used in determining the findings. Sanctions will be recommended to the applicable supervisor or supervisory area and may range from mandated training to separation from the university. Any determined sanctions against the accused and affecting the complainant will be shared with the complainant prior to implementation by the university department. The responding department shall, in a timely fashion, advise the Title IX coordinator or deputy what sanctions will be implemented and report on the progress of implementing the sanctions.

(a) Student organizations. If the accused is a university recognized student organization, the matter will initially be investigated following the procedure in this policy for university departments. The center for student involvement will be consulted as the appropriate supervisory area. Depending upon the circumstances involved, the investigation may result in a student conduct hearing as well, involving representation from the student organization's identified executive board/leaders. If held, a student conduct hearing will be conducted in accordance with the procedures provided for in this policy, as well as the code of student conduct. Sanctions may include, but are not limited to, mandated training, activity limitation, campus access restriction, and removal of university recognition. If it is determined that individuals from the student organization may have violated university policy, they may be required to separately go through the student conduct process in an individual capacity.

(iii) If the accused is not a current student, current employee, recognized student organization, or university department, a determination proceeding will be held, pursuant to rule [3342-5-12.7](#) of the Administrative Code. A decision will be made based on a preponderance of the evidence standard and shared with the complainant and accused, in writing, within five business days of the completion of

the proceeding. Sanctions may include restrictions on the accused's ability to visit campus, including an order that the accused is no longer permitted on campus, in accordance with rule 3342-5-12.7 of the Administrative Code.

(3) If at any time during or after the completion of the investigation the investigator finds that the university was not acting in accordance with its policies or procedures, or that its policies or procedures need to be revised to prevent the occurrence of discrimination or harassment, steps will be initiated by the Title IX coordinator to promptly remedy the situation.

(4) Appeals process.

(a) If the accused is a student or a recognized student organization, and a student conduct hearing has been held, the decision may be appealed by either the complainant or the accused in accordance with the student conduct appeals procedure contained in the code of student conduct.

(b) If the accused is a university employee, university department, or recognized student organization (that has not been before a student conduct hearing panel on this matter), the results of the investigation may be appealed in writing within fifteen business days to the Title IX coordinator if the investigation was conducted by a deputy coordinator, or the vice president of human resources if the investigation was conducted by the coordinator. A decision regarding the appeal will be provided in writing to the complainant and accused within thirty days after the appeal is submitted.

(c) If the accused is not a current student, current employee, recognized student organization, or university department, a request for review of the determination proceeding decision may be made to the vice president for enrollment management and student affairs in accordance with rule 3342-5-12.7 of the Administrative Code. A final decision will be made and shared with the complainant and accused, in writing, within thirty days after the appeal is submitted.

(5) Retaliation. Kent state university prohibits retaliation against any individual who participates in a complaint of a violation described in this policy, pursuant to rule 3342-5-16 of the Administrative Code.

(6) Complaints are to be made in good faith. If the Title IX coordinator or deputy coordinator determines that a complainant knowingly falsely accused another of a violation described in this policy, appropriate sanctions will be recommended against the complainant if they are an employee. If the complainant is a student, charges may be pursued through the office of student conduct. Where applicable, charges may also be brought through local law enforcement.\

Effective: March 1, 2015

Prior Effective Dates: 6/5/2012, 6/1/2007, 5/22/2000, 8/26/1998, 4/29/1993, 5/19/2014

APPENDIX A: Official Timeline for PhD Students on an Assistantship

During the First Semester you should...

- Declare Advisor (there is a form for this—see Kay)
- In consultation with Graduate Coordinator and/or Advisor, determine the courses you should be enrolling in for spring. During these discussions, you should work in concert with your advisor to think about your doctoral exam fields, courses that might fit said fields, and disciplines you should pursue cognate coursework in
- Enroll in three (3) graduate courses, including Historiography if you did not take this course (or its equivalent) at the MA level
- NOT take a Research Seminar
- Determine a feasible plan to demonstrate foreign language competence; if you are confident about your language ability, you should take the language exam this semester
- If you have not already done so, join all relevant historical organizations—AHA, OAH (for Americanists), chronological/theoretical/geographical/methodological organizations, etc. Grad student rates are often dirt cheap, so take advantage of them
- Begin thinking about the topic for your spring research seminar

During the Second Semester you should...

- Enroll in three (3) graduate courses, including a Research Seminar
- Start formulating the outlines of a possible dissertation
- Talk to potential PhD exam committee members; ascertain whether they are willing to serve and define the exact parameters of the field
- Once everyone on your PhD exam committee has agreed to serve, formally declare your PhD exam committee/fields and secure GPC approval of said committee (there is a form for this—see Kay)
- Stay abreast of cognate requirements
- Take the language exam if you did not pass the exam in fall, or if you have not taken the exam yet
- Work with your advisor to determine your summer goals, with an eye toward developing your dissertation topic at more length

During the Third Semester you should...

- Enroll in three classes; a second research seminar is recommended for doctoral students, so this might be a good semester to enroll in one. For this second research seminar, think about securing internal/external funding to visit archives outside of the region. This will put you in a good position to write the prospectus quickly after you pass doctoral exams

- Pass the language exam. If the language exam is not passed after three semesters and you are on an assistantship, you will lose the assistantship. Failing the language exam four times leads to automatic dismissal.
- Have completed all cognate coursework to make it easier to find an outside discipline faculty member to “sign on” to the dissertation committee (see 4th semester timeline below for additional detail)
- Confirm that all graduate coursework requirements will have been met by the end of the spring semester

During the Fourth Semester you should...

- Enroll in three classes, including a second research seminar if one has not been completed already
- Complete an agreed-upon booklist for each of your doctoral exam fields. Each faculty member approaches doctoral exams differently, so do not assume a “one size fits all” approach. Talk to your committee members early and often to ensure that everyone is on the same page
- Have a clear sense of your dissertation topic, the methodology you will employ in studying this topic, the historiographical question you are trying to resolve, the larger significance (i.e., the analytical payoff) of your topic, and your tentative argument
- Declare your doctoral dissertation committee, including the member from an outside discipline and an outside (i.e., non-Kent State) historian, and secure GPC approval of said committee (there is a form for this—see Kay)
- Have determined, in concert with each member of your PhD exam committee, the faculty member’s availability for summer meetings during your doctoral exam studying. Soliciting their advice on how best to study is highly recommended as well
- Finish your coursework!

During the Summer before your 3rd year in the program you should....

- Study for your doctoral exams.
- Apply any theoretical/methodological/historiographical insights from your studying for exams to your prospective dissertation. It is often helpful to keep a small notebook full of ideas, leads, and suggestions. While you are mainly preoccupied with studying at this time, keeping a notebook will enable you to return to the dissertation preparation when exams are over and the work of drafting a prospectus begins

During the Fifth Semester you should...

- Take (and pass!) your doctoral exams
- Allot some time post-exams to breathe, relax, unwind
- Meet with your advisor for a post-exam debriefing.

--Meet with your advisor, along with other dissertation committee members, and receive their wisdom/guidance/advice before commencing work on the prospectus in earnest

--Devote time and energy into figuring out what archives you still need to visit for your dissertation research, what collections said archives have that you need to examine, how you will fund these trips (get advice from committee members on possible fellowships/travel grants as well as do your own research), and when you will take them. **Conducting some research at archives late in the 5th semester and over the break should be a priority so that you can get a head start on the prospectus.**

--Start to work on the prospectus

During the Sixth Semester you should...

--Enroll in Dissertation I hours in your advisor's section

--Defend your prospectus, gain the support of your dissertation committee as well as the GPC, and formally file it with the College. An oral defense of the prospectus in front of your dissertation committee is required before you can submit the prospectus to the GPC

--Continue visiting archives, when possible, and keep on exploring the relevant secondary literature for your topic, etc. Maintaining consistent progress on the dissertation, no matter how minor, is key.

--Start to develop a syllabus for one of the survey courses since you will be teaching as an independent instructor next year

During the Summer between your 3rd and 4th years you should

--Work on the dissertation

--Begin thinking about presenting your work at professional conferences; speak to your advisor and other committee members about this

--Begin thinking about submitting your work to a peer-reviewed journal; again, speak to your advisor and other committee members about possible publication venues, which chapter you should use, etc.

--Share the syllabus for your upcoming class with your advisor and committee members and take account of their feedback

During your Seventh Semester you should...

--Focus your energies on teaching

--Steal away whatever time you can in order to make progress on the dissertation

--Enroll in your advisor's Dissertation I or II section (as appropriate) for fifteen (15) hours

--Apply for fellowships, travel grants, and the like

During your Eighth Semester you should...

--If you taught in semester 7, use the insights you gleaned from teaching and apply them to your syllabus, lectures, and approach to teaching. Except in cases of dire

classroom catastrophe, do not reinvent the wheel. Tweak, modify, improve, but avoid a wholesale reconstruction of the class

--Keep on working on the dissertation

--Apply for the University Fellowship

--Apply for external fellowships, travel grants, and the like

Henceforth...

--Work on the dissertation, taking care to share draft chapters with your entire committee. (Some may not wish to read the dissertation until the very end. This is fine—make sure that you work this out with each committee member beforehand.)

--Teach, particularly if you can develop new preps, but make sure that teaching does not get in the way of progress on the dissertation

--Be active presenting your work at professional conferences, with preference given to national conferences

--Make connections at conferences. Meet faculty who work in fields related to your dissertation, grad students who are your peers, and acquisitions editors for major presses. Take advantage of professional networking opportunities offered by major organizations and conferences

--Submit manuscripts to peer-reviewed journals. Work hard on revisions. Get something published in a peer-review journal before you go on the job market.

Going on the Academic Job Market

--Let committee members know the spring before you go on the market

--Share updated syllabi, cv, and full dissertation with committee members by end of July so that they can write updated letters. Earlier is actually better as faculty are busy on their own research in summer

--Create an Interfolio account so that faculty can upload a general letter there; if some want to provide a more specific letter for a particular job, they can do so, but this way you have the letters in hand before you start searching in earnest

--Jobs start to appear in late summer and will continue to pop up until late fall.

Check the main job sites regularly

--Provide ample notice to committee members before requesting letters if you do not have an Interfolio account—at least two weeks before the deadline

--Even if you have an Interfolio account, provide letter writers with a regularly updated list of schools to which you will be applying; this way, they will be able to share any insights they may have about a job, contact friends they might have on the faculties of the places to which you are applying, and write letters tailored to specific jobs

--Do not apply to everything. Focus on jobs in your demonstrable area of research/teaching expertise. Otherwise you are wasting your time and money.

APPENDIX B: Official Timeline for PhD Students *not* on an Assistantship

Doctoral students not on assistantship are generally guided by the timelines established by University Policy, although there are a few important exceptions to this.

University Timelines and Requirements:

- 1). At least 30 credit hours of coursework beyond the MA must be completed by doctoral students.
- 2). To maintain one's status as a degree-seeking student, one must enroll in at least one graduate credit per calendar year. Failure to register in a graduate credit course in three consecutive terms (with summer counting as an academic term) will have been considered to have withdrawn from Kent State University.
- 3). Doctoral students must pass their doctoral exams within four years of first enrollment—for example, a doctoral student not on an assistantship who is admitted in the Fall of 2019 would have to pass her/his exams by the beginning of the Fall 2024 semester.
- 4). Upon the successful completion of doctoral exams, a doctoral student will register for 30 Dissertation I hours. This is accomplished by enrolling in two consecutive semesters (fall and spring) of 15 Dissertation I hours. Upon exhausting Dissertation I hours, doctoral students will continuously register for Dissertation II hours during each successive fall and spring semester until the dissertation is defended. Summer registration in Dissertation II is no longer required.
- 5). Doctoral students should complete their dissertations within five years of passing their doctoral exams.
- 6). Doctoral students who enter a PhD program with an MA in hand have nine years to complete all of the requirements for the doctoral degree.

Department of History Timelines and Requirements for Doctoral Students Not on Assistantship

- 1). The foreign language exam must be completed before a doctoral student can attempt her/his candidacy exams. Doctoral students only have four attempts to pass a language exam; failure on the fourth attempt will result in automatic dismissal from the program.

- 2). A student's PhD exam committee should be in place at least a calendar year before a student attempts to pass her/his doctoral candidacy exams. (Students should fill out a doctoral fields form and secure the required signatures of faculty members to meet this requirement.)
- 3). A prospective dissertation committee should be in place before a student takes her/his doctoral exams. (Students should fill out the Declaration of Committee form and secure the requisite signatures to meet this requirement.)
- 4). Since doctoral students not on assistantship may proceed through coursework at a slower pace than their peers holding assistantships, the expectation that a doctoral student should declare an advisor within their first semester does not necessarily apply. Nevertheless, doctoral students not on an assistantship should declare an advisor as soon as possible.
- 5). Like their peers on assistantship, doctoral students not on assistantship are expected to defend their doctoral prospectuses no later than one semester after the semester in which they pass their doctoral candidacy exams.