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Who Are Graduate Assistants?

Graduate appointments are made to post-baccalaureate students who have been regularly or provisionally admitted to the Graduate School and who have been recommended by the appropriate department or program and approved for appointment by the Graduate School. Appointments are normally for one academic year and may be renewed provided that funds are available and that the student's academic performance, as well as performance in carrying out the responsibilities of the appointment, is satisfactory.

The Graduate School at UNH uses the following categories to classify graduate appointments. The precise distinctions among the terms which appear below reflect administrative and academic/financial record-keeping priorities. The two most common appointments are usually called "teaching assistantships," and "research assistantships," in everyday reference. Nevertheless, it will be helpful for you to know the particular kind of assistantship to which you are appointed, and to keep track of any changes in the type of assistantship to which you are appointed during your graduate program.

Appointments may be made in the following categories:

Graduate Assistants

Graduate assistants are students who provide instructional or administrative support as specified by the appointing department and are normally supported by university funds.

Graduate Associates

Graduate associates are doctoral candidates who because of their advanced standing and experience are appointed to teach one or two courses per semester and are normally supported by university funds.

Graduate Part Time Lecturers

Graduate part-time lecturers are master's, CAGS or pre-candidacy doctoral students who, because of their specific expertise, are appointed to teach one or two courses per semester, and are normally supported by university funds.

Graduate Interns/Trainees

Graduate interns/trainees are students who are assigned to a specific project or subject area to acquire additional learning experiences and are normally supported by external funds.

Graduate Fellows

Graduate fellows are students who have been awarded a fellowship normally through an external grant to the University of New Hampshire or directly to the

student. Appointment will normally not exceed one fiscal year and may be renewed in accordance with the terms of the fellowship program.

Graduate Research Assistants

Graduate research assistants are students who are appointed to conduct research on grants supported by the Agricultural Experiment Station, or external grants and contracts.

Graduate Research Associates

Graduate research associates are doctoral candidates, who because of their advanced standing and experience are appointed to conduct research on grants supported by the Agricultural Research Station, or external grants and contracts.

Graduate Stipend Only Appointments

Graduate stipend only appointments may be made to students during the academic year under one of the above categories. Students on such appointments have responsibilities of less than those of students on regular graduate appointments; have a workload of less than those of students on regular graduate appointments, and receive a lower stipend than students on regular graduate appointments.

Graduate Hourly Appointments

Graduate hourly appointments are appointments made to students in support of the instructional, administrative or research activities of the university. Students on such appointments have responsibilities of less than those of students on regular graduate appointments.

Graduate Summer Appointments

Graduate summer appointments are appointments made to students during the summer in one of the above categories. Students on summer appointments may work up to forty hours per week. Graduate students working full time on research or combined teaching and research for the entire summer earn 2/3 of their prior academic year stipend. Appointments for less than the maximum time are prorated.

General Information for Graduate Assistants

University-Wide Graduate Assistant Orientation

UNH requires that all graduate assistants supported by university or external funds attend the university-wide graduate assistant orientation offered at the start of each semester. The half-day session offers essential information about both graduate assistantships and UNH campus services. Specialists speak about federal and university guidelines for research compliance, confidentiality issues,

disability resources, and harassment prevention. Participants will also be introduced at orientation to helpful resources like the Graduate Student Organization and opportunities such as the Preparing Future Faculty Program. Graduate assistants are expected to attend the scheduled orientation.

Registration Requirements and Graduate Assistantships

All graduate students holding appointments **must be enrolled** as students in order to hold an appointment during the academic year. Assistants, associates, fellows or lecturers must register for a minimum of 6 course/thesis credits, Master's Continuing Research or Doctoral Research during each semester in which they hold their appointments. Interns/trainees must register according to terms specified in their contracts. Students holding a stipend only or hourly appointment must register for course/thesis credits (no minimum), Master's Continuing Research, or Doctoral Research. **Students registered for Continuing Enrollment (GRAD 800) are not eligible to hold an appointment.** Students holding summer appointments have no required enrollment unless specified by their appointment.

Workload

Students are normally involved in assistantship activities for twenty hours a week during the academic year unless otherwise specified in the appointment. Since departments and programs have varying expectations of their graduate assistants during semester breaks and vacation periods, it is important to check with your particular hiring unit to clarify your role during those times when classes are not in session. In general, keeping track of the approximate weekly hours spent on your assistantship duties, and communicating with your faculty supervisors as necessary, are wise ideas. Graduate students receiving university funds who have concerns about the number of work hours involved in their appointment should bring their concerns to their faculty supervisor or department/program chair. If concerns persist, contact the Graduate School.

Employment outside of UNH Graduate Assistantships

Students are encouraged not to accept employment other than their graduate assistantship during the term of their appointment. Meeting the academic demands of graduate school and successfully fulfilling assistantship responsibilities are sufficiently challenging in and of themselves. Because of visa requirements, international students may not accept additional employment when school is in session.

Financial and Tax Information:

What Your Assistantship Covers, How and When You are Paid

The base stipends for full assistantships and for Ph.D. students with at least two years service vary with each new academic year. Consult the Graduate School for the current year's stipend amount(s) in your assistantship category. Departments may use their own funds or grant funds to pay a higher base stipend for assistants to meet the recruitment needs of the program.

Students appointed as assistants, associates and fellows receive full tuition waivers in addition to their stipends during the period of their appointment. Graduate assistants may also receive tuition waivers for the summer following their appointment. Summer waivers are prorated for students who had less than a full academic year appointment. Project and Research assistants, Research Associates and Fellows may also receive tuition waivers for the summer if approved by their funding source.

Most graduate assistants receiving university support are paid biweekly from the start of the academic year through the inter-semester break and until the conclusion of the academic year. The UNH payroll office can verify the issue dates of your payroll checks. Direct deposit is available.

FICA taxes will be withheld from wages paid to any graduate student registered for less than half time (less than five credits per semester during the academic year, or less than three credits per session in summer). During the academic year, graduate assistants must be registered for at least six credits. *Note:* Students registered for Doctoral Research (999) or Master's Continuing Research (GRAD 900) are full-time and will not have FICA taxes withheld. In summer, students enrolled for three or more credits of 899 or "independent study" will generally not have FICA withheld. Federal income taxes will be withheld from wages paid to graduate students based on information supplied to UNH Personnel on the IRS Form W-4, unless the student is from a foreign country with tax treaty provisions and the appropriate IRS Form 8233 is on file at Payroll. *Note:* International students must have approval from the Office of International Students and Scholars and all necessary visas in order to accept University employment.

Sources of Additional Funding for Graduate Students

Funding available to graduate students/graduate assistants at UNH includes the following Graduate School opportunities:

- Travel Grants (for conference presentations)
- Dissertation Year Fellowships
- Summer Teaching Assistant Fellowships

Contact the Graduate School or consult its web site www.gradschool.unh.edu for further information about any of these resources and for application procedures and deadlines.

Other Sources

The Graduate School receives notices about external fellowships and grants that may provide financial assistance to graduate students who are not receiving UNH funds through an assistantship. Inquire at the Graduate School about such resources, which may also be posted via links on the Graduate School web site <http://www.gradschool.unh.edu/>.

The Program and Proposal Development group (PPD) of the UNH Office of Sponsored Research (OSR) provides announcements of funding opportunities for graduate students and post-doctoral fellows to the Graduate School for inclusion in the Fellowship Database www.gradschool.unh.edu/home/fellowship.htm In addition, targeted searches for funding opportunities can be conducted from any University computer using SPIN, a subscription database. "Funding Deadlines" is a listing of external funding opportunities, primarily for faculty, which PPD/OSR updates every two weeks. For easy access to SPIN and to "Funding Deadlines," click on Funding Information at the OSR website <http://www.unh.edu/osr/index.html>

UNH also subscribes, through its library system, to internet research tools that can help you in searching for funding from non-UNH sources.

Individual departments and programs may maintain resource files for funding sources within your particular field; consult your department's Graduate Coordinator and your own academic advisor about such opportunities.

Due Process

Graduate students are entitled to due process concerning employment status as follows:

Reappointment

A graduate student who holds a working appointment directly connected with his/her graduate studies may be reappointed for an additional period, provided that funds are available and the student's academic performance, as well as performance in carrying out the responsibilities of the appointment is satisfactory, and the student's status as a graduate student is maintained.

Non reappointment

The University, for any reason, may elect not to renew a graduate student's working appointment at the end of the appointment period. No advance notice nor any reason need be given to the graduate student in the case of non-reappointment, and the appeal procedure is not available.

Termination

A hiring unit may recommend to the Graduate School that a graduate student be terminated from a working appointment prior to the end of the appointment. The Associate Dean of the Graduate School will act on this recommendation. A student who is terminated is entitled to a written statement of the reasons for the termination from the hiring unit. A student who is terminated may initiate an appeal except when the termination is due to the loss of funding for the position, or the termination is due to either a voluntary or involuntary loss of graduate student status. If the graduate student is eligible and does initiate an appeal using the following procedure, s/he may be placed on leave of absence without pay during the period of time involved in processing the appeal. If the case is found in favor of the student, "back pay" will be awarded.

Step 1: The student should request that the hiring unit making the original recommendation reconsider the decision. The student's request should be written and should contain any information that the student feels warrants a reconsideration of the decision. A copy of the request should be sent to the Graduate Dean. As soon as possible after receiving this request, the hiring unit will reconsider the decision and notify the student and the Graduate Dean of the results of the deliberation in writing.

Step 2: If the student is not satisfied with the decision reached in Step 1, s/he may request that the Graduate Dean review the decision. The student's request should be in writing and must stipulate the reasons for his/her dissatisfaction with the decision reached in Step 1. The Step 2 appeal will be heard by the Student Affairs Committee of the Graduate Council, unless the student requests that the Dean or the Dean's designee hear the appeal. When the appeal is heard by the Dean's designee or the Student Affairs Committee, a recommendation is made to the Dean, who will render a decision. The Dean's decision will be communicated in writing to the student, the hiring unit and the hiring unit's College Dean, Director or Vice-President.

Helpful Resources and Important Issues for Graduate Assistants

UNH publications, including this Handbook, are available in alternate formats (Braille, enlarged print, cassette tape, or disc) upon request. All phone numbers listed in this Handbook are accessible to Deaf and Hard of Hearing Persons through Relay NH: 1-800-735-2964.

Program-Specific Information, Materials, and Training

Individual programs should provide new graduate assistants with information, materials, and training relevant to their specific assistantship role. Since the *Handbook for Graduate Assistants* is a general resource for students in departments and programs across the university, specific information not provided here will be available within the more specialized environment of your department or program. Many programs offer their graduate assistants detailed print materials. Departments and programs may also require enrollment in courses (in teaching within the discipline, for example) or participation in their own orientation and/or training program(s).

Contact your department's Graduate Coordinator, the faculty member who supervises graduate students enrolled in particular academic programs, for information about the materials and training provided to students who receive graduate assistantships in your department. In cases where the Graduate Coordinator is not the primary contact person for information, materials, and training, he or she can direct you to the appropriate faculty member or administrator.

Computers

Every UNH graduate (and undergraduate) student has access to microcomputers, Unix workstations, and mainframe computers, as well as access through a central system account to the internet and e-mail. To set up an account, bring your university ID card to CIS Walk-In Services in the Memorial Union Building. The university also offers disk and file recovery, file conversions and password resets, virus software, a computer store (the Tech Underground), a Computer Service Center, and more. For information on the full range of UNH's computer services, contact the CIS Help Desk at 862-4242.

Graduate School Web Site

The Graduate School maintains a web site that provides a range of useful information about many aspects of graduate studies and graduate student life at UNH. Visit the site at <http://www.gradschool.unh.edu>

Graduate School Catalog

The Graduate School Catalog, available from the Graduate School and updated regularly, provides key information and is the principal source for Graduate School policies and procedures. The catalog offers information on programs, courses, faculty, and other vital academic aspects of graduate education at UNH. The most current information and course listings may be found in the web version of the catalog, available on the Graduate School web site.

Thesis and Dissertation Manual

This useful publication, available from the Graduate School, explains the procedures for formatting and filing theses and dissertations. Thesis and dissertation writers are strongly advised to plan ahead by reading this manual early and allowing time for resolving any questions. Students whose theses or dissertations will involve non-textual materials (photographs, charts, etc.) should consult the manual during the initial planning of such projects to ensure that their plans are in keeping with Graduate School guidelines. For those whose theses or dissertations are text-only, a suggested date by which to consult the manual is the mid-semester point of the final semester, when filing the Intent-to-Graduate form. Obtain the most recently revised version of the manual from the Academic Advisor's Office in the Graduate School, Thompson Hall, or consult it online under the "Research" section of the Graduate School web site.

Graduate Student Organization (GSO)

Getting involved in UNH's graduate student organization, the GSO, is an excellent way to be connected to a wider community of graduate students from various programs. The GSO, with an office in the Memorial Union Building, is open to all graduate students at UNH including part-time, full-time, traditional and non-traditional students. At bimonthly GSO meetings, issues relevant to graduate students at UNH are discussed. The GSO maintains a Board of Representatives comprised of one student from each graduate department and is led by a GSO coordinator supported by the Graduate School.

The GSO maintains both a web page and an e-mail discussion list in order to keep graduate students connected. The web site is at:
<http://www.unh.edu/gso/>

To join the GSO listserv, sign on by sending an email to listproc@lists.unh.edu
Leave the subject line blank, and in the message area type:

<subscribe gso.discussions (your name)>

Despite their busy schedules, graduate assistants and all graduate students have much to contribute to the GSO. The GSO is always looking for new people to share their talents and enthusiasm.

National Association of Graduate and Professional Students, Inc. (NAGPS)

The UNH Graduate Student Organization is a member of this national nonprofit association, which is dedicated to improving the quality of graduate and professional student life in the United States. All graduate students at UNH are members of NAGPS and can benefit from the organization's range of resources. NAGPS sponsors national and regional conferences, offers a low-cost group health insurance plan and a dental services discount plan, maintains a job bank, preserves federal student aid programs, and more. Consult the NAGPS web site at www.nagps.org

Academic Opportunities for Graduate Assistants

Preparing Future Faculty

The central concept of the Preparing Future Faculty (PFF) Program is that doctoral students who aspire to become faculty members require preparation not only to conduct original research but also to teach and render service in a variety of institutions. Inaugurated in 1993 as a cooperative effort of the Association of American Colleges and Universities and the Council of Graduate Schools with support from The Pew Charitable Trusts, the national Preparing Future Faculty Program has gone from a pilot project to an institutionally integrated approach to graduate education. UNH, as a participating university, partners with Howard University in Washington, D. C., Syracuse University in Syracuse, N.Y., Keene State College in Keene, N.H., St. Anselm College in Manchester, N. H., and UNH at Manchester. The diversity among these partner institutions allows doctoral students at UNH to develop an appreciation of the various kinds of higher education settings in which they may find future employment.

At UNH, the PFF Program includes faculty mentoring opportunities; teaching courses with faculty supervision; direct, personal experience with diverse institutions; and learning about the emerging and future expectations of faculty. The PFF Program is intended to enhance, rather than replace, current models of graduate education. PFF offers:

- Teaching praxis for students in the Cognate and MST
- Campus visits to partner institutions
- Faculty involvement from partner institutions
- Faculty mentoring
- Seminars and workshops for Ph.D. students
- Monthly PFF roundtable discussions

Formal Academic Programs include the opportunity for doctoral students to add the twelve-credit *Cognate in College Teaching* to their graduate degree program. It emphasizes the development of classroom teaching skills in a specific field or discipline. Alternatively, UNH doctoral students may earn a *Master of Science for Teachers (MST)* with a major in College Teaching as a dual degree with their Ph.D. The MST builds upon the basic foundations of college teaching and includes advanced studies in specific content related to teaching and learning.

The Summer Institute on College Teaching offers courses for doctoral students that can apply towards the Cognate or the MST. Faculty and doctoral students from a wide variety of institutions regularly participate in this annual institute.

Contact the Graduate School for more information about PFF, or visit the program's web site at www.gradschool.unh.edu/pff

Center for Teaching Excellence

The UNH Teaching Excellence Program is central to the Preparing Future Faculty Program, as well as serving the university's more general pursuits of teaching excellence. The UNH Teaching Excellence Program is located at 11 Brook Way and may be reached at 862-0233 or <http://unh.edu/teaching-excellence/index.html>.

The primary purposes of the Teaching Excellence Program are to provide support for the diverse teaching environments and methods at UNH and guidance to those faculty who wish to improve their teaching; and to promote research on instructional development issues. The Program also helps to assure the centrality of teaching within the University's mission. The efforts of the Teaching Excellence Program play a central role in maintaining the recognition of teaching as an expression of the highest forms of scholarship and enhancing that recognition when necessary.

Through the Teaching Excellence Program, faculty, teaching graduate students, and part-time faculty who wish to modify or improve pedagogy are provided with resources for effective teaching practices: interesting and motivating students, organizing and presenting information, planning and leading instructional discussions, asking and responding to student questions, grading, listening effectively, testing and making assignments. Activities include:

1. Regularly offering a one credit graduate course, GRAD 950, Issues in College Teaching, open to teaching assistants, international graduate students, and doctoral students interested in college teaching. Other courses relevant to college teaching are also offered through the Summer Institute for College Teaching.
2. Self-analysis of teaching aided by a wide range of information sources including videotapes, student feedback, peer observation and professional consultation.
3. Exploration of new teaching methods, including those relying on technological advancements. A resource library, workshops, demonstrations, and discussion forums provide information, and opportunities for experimentation in the use of new methods.
4. Sponsoring research on teaching development in higher education.
5. Fostering the celebration of good teaching by sponsoring the Jean Brierley Award Annual Luncheon.

In addition to its programs and activities, the UNH Teaching Excellence Program offers a wealth of print resources, including handouts on teaching, special publications, bibliographic resource files, and a video library.

Helpful UNH Publications

Student Rights, Rules, and Responsibilities

This publication provides all students with information about their rights, university rules, and student responsibilities within the UNH community. It includes the administrative policy on Due Process for Graduate Students Concerning Employment Status and the Appeals Procedure for Graduate Students Dismissed for Academic Reasons, as well as detailed steps for Grievance and Complaint Procedures. It contains the Student Code of Conduct and Judicial Process and the Academic Honesty Policy. It also features an appendix devoted to the Family Educational Rights & Privacy Act of 1974 (“Buckley Amendment”). <http://www.unh.edu/student/rights/>

University of New Hampshire Directory

The Telecommunications Office of UNH publishes an annual directory with specific information that allows you to contact offices, departments, affiliated organizations and suppliers; faculty and staff; and students. The directory provides names, addresses, email addresses, and web site information for all on-campus and key off-campus resources. For further information or to obtain a copy of the directory, call Telecommunications at 862-1030.

Guides to the University of New Hampshire Library System

Taking full advantage of the range of library services at UNH--many of which are described in publications available from web sites designed by the Library--will significantly enhance your graduate student and assistantship experiences. Among the resources for graduate students at UNH are the graduate carrels, which are located within the library in an area devoted to graduate student study and storage of research materials. The library also has a program in place that allows graduate students with a valid identification card and cisunix password to borrow laptop computers from the Reserve Desk for four hours at a time; the laptops are available for use within the library building. The UNH Libraries provide materials about these and their many other resources at Dimond Library and at the specialized Branch Libraries. The Branch Libraries are: Biological Sciences; Chemistry; Engineering, Mathematics & Computer Science; and Physics. Print materials about Dimond Library may be picked up at the Circulation Desk, Reference Desk, or from the particular Dimond Library department you wish to use. The main library web site, with an abundance of useful links, may be found at www.library.unh.edu

Discriminatory Harassment Policy

Published by the Affirmative Action Office, this document contains information about UNH’s harassment policy, offers examples of harassment and provides

outlines of guidelines and procedures. Copies are available from the Affirmative Action Office, 305 Thompson Hall, 862-2930.

Important Issues and Campus Resources: Graduate Assistants and the UNH Community

Many of the campus resources listed in this section maintain web sites that can be accessed via links on UNH's web site: www.unh.edu

Confidentiality and the Buckley Amendment

Graduate assistants should be aware of confidentiality issues as they pertain to student records, both their own and those of others, such as students enrolled in a TA-taught course. Social security numbers and grades are protected by federal law under the Family Educational Rights and Privacy Act of 1974, often referred to as the "Buckley Amendment." Directory information such as addresses and phone numbers may also be unpublished at the special request of the student. *Graduate assistants have a duty to observe these regulations and may not disclose any such information about a student to others, including the student's parents.* The Buckley Amendment was designed to protect the privacy of student records, to establish the right of students to inspect and review their educational records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. By University of New Hampshire policy, no records shall be kept that reflect political or ideological beliefs or associations (see the University System Policy Manual for detailed information). Copies of the Buckley Amendment are available in the Dimond Library at the Reference Desk, on UNHINFO, and in the *UNH Student Rights, Rules, and Responsibilities* publication. For more information, contact the Vice President for Student Affairs in Thompson Hall at 862-2053.

Academic Honesty

Academic honesty is a core value at UNH. The members of its academic community both require and expect one another to conduct themselves with integrity. This means that each member will adhere to the principles and rules of the University and pursue academic work in a straightforward and truthful manner, free from deception or fraud. The academic honesty policy can be found in the annual publication *Student Rights, Rules, and Responsibilities*, available from the Division of Student Affairs in Thompson Hall, 862-2053.

Working With a Faculty Mentor/Advisor

Graduate students, especially those whose roles at UNH include various kinds of work as graduate assistants, know the importance of mentoring and advising relationships. Mentor/advisors provide academic challenges and direction in the graduate studies of individual students, assist in professional development

and training within their fields, and offer important, often crucial, support to their advisees. In the processes of their students' orientation, course work, research and professional opportunities; in serving on examination, thesis and dissertation committees and in the writing of letters of recommendation; and in fostering a challenging and supportive graduate program experience, graduate faculty often play vital roles in their graduate students' lives. For graduate assistants, teaching and research can be especially significant experiences of which the mentoring relationship is an intrinsic part. Seeking out faculty members whose intellectual interests match your own is key to finding the right mentor/advisor. Equally important is the personal rapport between your advisor and you, and your ability to communicate openly and regularly about your progress, addressing any issues as they arise. In its effort to recognize the importance of such interactions and to foster the best possible environment for students and faculty, the Graduate School publishes a companion to this *Handbook for Graduate Assistants*. The *Handbook for Graduate Faculty Advisors and Mentors*, available from the Graduate School, is sent to all graduate faculty as a resource for practical information, ethical guidelines, and suggestions for reflection about mentoring and advising issues. A few other helpful resources on mentoring issues are listed below.

A Conversation About Mentoring: Trends and Models (1995). Washington, DC: Council of Graduate Schools

How to Get the Mentoring You Want: A Guide for Graduate Students at a Diverse University. The University of Michigan Rackham School of Graduate Studies has made this guide on mentoring issues for graduate students available online at www.rackham.umich.edu/StudentInfo/Publications/index.html

National Academy of Sciences (1997). *Advisor, Teacher, Role Model, Friend: On Being a Mentor to Students in Science and Engineering*. Washington, DC: National Academy Press.

Letters of Recommendation

Depending on your field of study and professional plans, you may need to request letters of recommendation from faculty members with whom you have worked during your graduate assistantship(s). In choosing your references, ask only faculty who know you well enough to write a fairly specific letter. Though in most cases graduate students waive their right to see letters of recommendation, it is reasonable for graduate students to expect an honest reply to their inquiry with regard to a faculty member's willingness and ability to write a helpful letter of recommendation. Once a faculty member has agreed to write a letter for you, you may wish to provide him or her with materials related to your assistantship or other graduate work. These might include, for instance, your *curriculum vita* or résumé, course syllabi you have designed as a TA, papers you

have written for a course with that faculty member, or data/notes from the stages of a research project. Give all recommenders ample time (whenever possible, at least one full month), to provide your letter of recommendation; give specific written instructions about where to send the letter and the deadline for receipt, and double check to be sure the letters have arrived at their destination.

Affirmative Action

On matters of discriminatory harassment of any kind, the Affirmative Action Office is available as a resource. This office can assist you or refer you to the appropriate specific resource if you are having problems with discriminatory behavior or harassment. All initial inquiries are treated confidentially. Answers to questions, suggestions to proceed, or simply someone with whom to share concerns, may be found at the office in Thompson Hall 305. Contact the Affirmative Action Office at 862-2930 (V/TTY).

Discriminatory Harassment (including Sexual Harassment)

It is the policy of the University of New Hampshire to uphold the constitutional rights of all members of the university community and to abide by all United States and New Hampshire State laws applicable to discrimination and harassment. In accordance with those laws, all members of the UNH community will be responsible for maintaining a university environment that is free of intimidation and harassment. Therefore, no member of UNH may engage in harassing behavior within the jurisdiction of the university that unjustly interferes with any individual's required tasks, career opportunities, learning, or participation in university life. As employees of the university and as graduate students, graduate students are protected under the policies UNH has put in place to discourage, to investigate, and to address instances of harassment. Graduate assistants should also take responsibility for conducting themselves professionally, and should be aware of the ways that power dynamics shape their various roles at UNH. If charges against a graduate assistant are brought forward by a fellow graduate or an undergraduate student, the person making the charge may choose between pursuing charges under the policy outlined in the Student Code of Conduct or under the Discriminatory Harassment Policy as enforced by the Office of Affirmative Action.

The University of New Hampshire is a public institution with a long-standing commitment to equal opportunity for all. It does not discriminate on the basis of race, color, religion, sex, national origin, age, veteran's status, sexual orientation, or disability in admission or access to, or treatment or employment in, its programs or activities.

Sexual Harassment and Rape Prevention Program (SHARPP)

SHARPP is UNH's Sexual Harassment and Rape Prevention Program, a part of the UNH Division of Student Affairs. SHARPP services are available to female and male students, faculty, and staff. SHARPP provides crisis intervention, advocacy, support, and referral to survivors of sexual harassment, dating violence, stalking, sexual assault, incest, and childhood sexual abuse. SHARPP also provides support services to a survivor's allies (partner, friends, family). SHARPP's services are available to women and men whether or not they decide to report harassment, assault, or abuse. Initial concerns are for personal safety, physical and emotional well-being. SHARPP provides Advocacy Services, Education and Outreach Services. The SHARPP office in Huddleston 202 is open Monday through Friday from 8:00 a.m. to 4:30 p.m. Support and advocacy is available 24 hours a day, 365 days a year. Contact SHARPP at 862-3494.

Multicultural Student Affairs and Diversity Issues

The Office of Multicultural Student Affairs (OMSA) is UNH's central resource for diversity issues of all kinds. OMSA has a two-fold mission at UNH:

1. To provide services to African-American, Latino, Asian-American and Pacific Islanders, Native American, and Gay, Lesbian, Bisexual and Transgendered students in order to increase their retention and graduation rates;
2. To support, promote, and assist students and student groups that contribute to making the university a diverse, multi-cultural community.

In pursuit of this vision and mission, OMSA is dedicated to fostering the full participation of these student groups in all facets of the UNH community and assuring that they have equal and fair access to all academic, social and recreational groups and activities. In addition, OMSA serves as an umbrella organization and assists in planning efforts to promote diversity and pluralism in all facets of campus life. It acts as an advocate for students and as a university liaison to various student organizations and offices. OMSA is open to all students at UNH. The office also assists the university in facilitating understanding, acceptance, and promotion of ethnic and racial diversity, integration, and intentional social interaction through both structured programs and various opportunities for productive dialogue. OMSA is located in the Memorial Union Room 122, and may be reached at 862-2050.

International Students and Scholars

UNH's Office of International Students and Scholars (OISS) promotes international education at UNH by facilitating the enrollment and employment of foreign nationals and by providing them with essential support services. The OISS is an especially important resource for international graduate students and graduate assistants at the university. The OISS coordinates programs that

encourage interaction between the international, campus and local communities, thereby fostering awareness and appreciation of other cultures. It is the responsibility of the OISS to ensure University compliance with U.S. immigration and employment regulations and to assist international students, exchange scholars, faculty and staff in the achievement of their academic and professional goals. The OISS staff provides counseling, information on university policies, administrative support, and referral services. A variety of social and educational programming activities are offered, including orientation for incoming students, faculty and staff, and the Host Family Program, designed to enhance student interaction with the broader community and provide opportunities for sharing in family events. For more information or to schedule an appointment, call 862-1508 or email OISS@unh.edu

Support Services for Students with Disabilities: Access Office

The University of New Hampshire is committed to providing appropriate accommodations and services to students with disabilities under Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990. Access is UNH's main resource for students with documented disabilities. The Access Office is located in the Memorial Union Building Room 118. Contact Access with questions or concerns about your own disability issues or for assistance in responding to a student in a class or lab who requests modification or accommodation related to a disability. The Access Office may be reached at 862-2607 (V/TTY).

Americans with Disabilities Act (ADA) Compliance

As employees of the university, graduate assistants may consult with and enlist the services of the Affirmative Action's ADA Compliance Officer. For general inquiries about UNH's compliance with federal regulations, or for workplace access concerns, the ADA Compliance Officer may be reached at the Affirmative Action Office in Thompson Hall 305 or by calling 862-2930 (V/TTY).

UNH Counseling Center

The Center's staff includes certified psychologists, counselors, and consulting psychiatrists and provides confidential professional consultation, individual and group therapy, and educational workshops for a broad range of emotional, psychological, and interpersonal concerns. In addition to offering services for students (graduate and undergraduate) who have paid their Health Services/Counseling Fee, the staff is available for consultation with GA's, faculty, administrative staff, and parents on matters relating to the welfare of students. When necessary, the Center's staff assists with outside referrals. Contact the Counseling Center in Schofield House at 862-2090.

Health Services

On-campus health care services and referral to outside specialists are available to graduate students. Contact the office at 862-1530 for information about services covered by your mandatory health fee, UNH's health insurance plan for students, and programs offered through the Office of Health Education and Promotion.

A Special Section On Research

Responsible Conduct of Research and Scholarly Activity

As a land-grant institution, the University of New Hampshire (UNH) is accountable to New Hampshire residents and to the university community to ensure the ethical and safe conduct of research and scholarly activity. As an institution of higher education that prides itself on extensive research endeavors and the involvement of undergraduates and graduate students in research projects, UNH has an obligation to teach and actively promote integrity in research and scholarship.

GRAD 930: Ethics in Research and Scholarship

UNH offers this 2-credit graduate course in responsible conduct of research and scholarship each semester (refer to the semester time and room schedule for course details). This course examines questions and issues related to the conduct of research and scholarship. Participants gain knowledge of professional and ethical standards of behavior in research and scholarship as well as pertinent regulations, policies, and guidelines. Through case study analysis and discussion participants will learn to identify and to analyze ethical issues that may arise in their professional careers in order to develop reasoned and justifiable plans of action. The course stresses both principles and application. For more information on GRAD 930, contact Thomas Pistole (603-862-0111) or Julie Simpson (603-862-2003).

Web-Based Instruction

UNH has developed Web-based instructional modules on specific topic areas pertaining to the responsible conduct of research and scholarly activity. Topic areas include the use of human subjects, the use of vertebrate animals, authorship and publication, data management, use of hazardous materials, collaborative research, conflict of interest and commitment, scholarly misconduct, peer review, and mentoring. The modules and other related resources are available on-line at <http://www.unh.edu/osr/compliance/rcr.html>. For more information, contact Julie Simpson (603-862-2003).

Misconduct in Scholarly Activity

Trust and honesty are the foundation upon which science, research, and scholarly activity are built. As in society at large, fraudulent behavior, such as lying, cheating, or stealing, is damaging to, and unacceptable within, the academic community.

UNH's Policy on Misconduct in Scholarly Activity states:

The University of New Hampshire does not condone and will not tolerate any act of misconduct in scholarly activity by a member of its community.

This policy defines actions that comprise misconduct at UNH and details the procedures for handling misconduct allegations. Misconduct is defined as:

- Fabrication, falsification, plagiarism or other serious deviation in proposing, conducting, or reporting results from scholarly activities; and,
- Retaliation against a person who has brought forth an allegation or provided information in its investigation.

Misconduct in scholarly activity does **not** include honest error or differences in interpretations or judgments with respect to scholarly issues that are inherent in the scientific and creative process. Scholarly activities include: Lab and field research, educational innovation projects, theoretical investigations, observational studies, experimentation, research and scholarship in the humanities, and other forms of creative expression. The policy is applicable to all members of the UNH community, regardless of funding source.

The full text of the policy is available on-line at

<http://www.unh.edu/osr/compliance/misconduct.html> or by calling the Office for the Vice President for Research and Public Service at 603-862-1948.

Ownership and Management of Research Data

The UNH Policy on Ownership and Management of Research Data is applicable to all members of the University community, regardless of funding source. The policy articulates University community members' rights to and responsibilities for research data including ownership and custody, issues in recording, selecting, and reporting research data, and requirements for access to, and sharing, storage, and retention of, research data. The policy emphasizes the need for written agreements among research personnel delineating who has access to research data and when, and specifying disposition of data when study personnel cease involvement in the research activities. The full text of the policy is available on-line at <http://usnholpm.unh.edu/UNH/VI.Prop/F.htm#6> or by calling the Office of the Vice President for Research and Public Service at 603-862-1948.

Use of Human Subjects in Research

The UNH Institutional Review Board (IRB) for the Protection of Human Subjects in Research is a standing faculty committee responsible for protecting the rights and welfare of people who are the subjects of UNH research activities. UNH's Policy on the Use of Human Subjects in Research states:

At UNH, all research activities proposing to involve human subjects must be reviewed and receive written, unconditional approval from the IRB before commencing

This policy applies to **all** research, including theses and dissertations, conducted under the auspices, or by an agent (faculty, staff, or student), of UNH, including research in the humanities, and behavioral and social sciences, regardless of whether the research is funded or not. The full text of the policy is available on-line at <http://usnholpm.unh.edu/UNH/II.Acad/E.htm> or by calling the Office for the Vice President for Research and Public Service at 603-862-1948.

All research proposals requiring IRB review should be sent to UNH's Office of Sponsored Research (OSR) located in the Service Building. Direct questions to 603-862-2003 or visit the IRB webpage at <http://www.unh.edu/osr/compliance/irb.html>

Care and Use of Vertebrate Animals

The UNH Institutional Animal Care and Use Committee (IACUC) is a standing faculty committee responsible for ensuring the proper care and use, and humane treatment, of vertebrate animals used in research, testing, and instruction at UNH. UNH's Policy on the Care and Use of Animals states:

At UNH, all activities proposing to involve the care and use of live vertebrate animals must be reviewed and receive written, unconditional approval from the IACUC before commencing

This policy applies to **all** research (including theses and dissertations), testing, and instruction conducted under the auspices, or by an agent (faculty, staff, or student), of UNH, regardless of whether the activity is funded or not. The full text of the policy is available on-line at <http://usnholpm.unh.edu/UNH/II.Acad/F.htm> or by calling the Office for the Vice President for Research and Public Service at 603-862-1948.

All research, testing, and instruction proposals requiring IACUC review should be sent to OSR located in the Service Building. Direct questions to OSR at 603-862-2003, or visit the IACUC webpage at <http://www.unh.edu/osr/compliance/iacuc.html>.

Any person at UNH working with vertebrate animals or unfixed vertebrate animal tissues, blood, or body fluids must complete a Medical History & Risk Assessment Questionnaire for Persons Handling Vertebrate Animals and/or Unfixed Vertebrate Animal Tissues before handling animals or unfixed tissues/blood/body fluids. This form is available on-line at the URL listed in the paragraph above.

Use of Hazardous Materials

The protection of human health and compliance with applicable regulations are essential conditions for the successful operation of research, conduct of instruction, and provision of public service by UNH. Due to the diversity of activities at UNH and the need to ensure safety in a variety of areas, UNH has specialized faculty safety committees to oversee the use hazardous materials and occupational safety issues at the institution. They are the Radiation Safety (RSC), Institutional Biosafety (IBC), Chemical Safety (CSC), and Occupational Safety (OSC) Committees. The Office of Environmental Health and Safety (EH&S) works to assure safe and healthful environments for all segments of the campus population through programs of information and education, review and monitoring, technical consultation, and provision of direct services. EH&S is also responsible for developing programs to ensure compliance with applicable state and federal health, safety and environmental regulations, and campus policies on environmental health and safety. Direct questions about use of hazardous materials to EH&S at 603-862-4041 or visit the EH&S website at <http://www.unh.edu/ehs/>

Individuals conducting activities involving biological and/or chemical materials should review the UNH Biological and Chemical Safety Plan prior to initiating any activity to ensure safe and healthful practices and compliance with institutional rules and policies, and local, state, and federal rules and regulations. All individuals conducting activities involving biohazards are required to participate in appropriate training as outlined in the Biological and Chemical Safety Plan. This document is available on-line at <http://www.unh.edu/ehs/BS/Biological-and-Chemical-Safety-Plan.pdf> Direct questions to EH&S at 603-862-4041.

Activities involving pathogenic microorganisms and human blood/body fluids and tissues (infectious agents) must be registered with and approved by the IBC

prior to initiation of the activity. Registration forms are available on-line at <http://www.unh.edu/ehs/BS/> Direct questions to EH&S at 603-862-4041.

Research involving recombinant DNA (rDNA) must be registered with and, where applicable, approved by the IBC **prior** to commencing. Registration forms are available on-line at <http://www.unh.edu/ehs/BS/> Direct questions to EH&S at 603-862-4041.

All individuals who use radioactive materials must be registered with the Radiation Safety Office on a Radioactive Material Users Permit and have received appropriate radiation safety training. Visit the Radiation Safety website at <http://www.unh.edu/ehs/radsafety/> or contact EH&S at 603-862-4041.

All individuals who generate or handle hazardous (chemical) waste at UNH must participate in Hazardous Waste Management Training. Visit the Waste Management website at <http://www.unh.edu/ehs/hazwaste/> or contact EH&S at 603-862-4041.

Financial Conflict of Interest in Research

The UNH Policy on Financial Conflict of Interest in Research is applicable to any employee of UNH who is responsible for the design, conduct, or reporting of research activities funded or proposed for funding by external sources. The policy also includes the investigator's immediate family, defined as his/her spouse or domestic partner and dependent children. Any UNH employee responsible for the design, conduct, or reporting of research activities funded or proposed for funding by external sources must reveal all current significant financial interests that would reasonably appear to be affected by the research. Specifically, significant financial interests might include, but are not limited to, any of the following:

- Anything of significant monetary value, including salary or other payments for services, such as consulting fees or honoraria;
- Direct equity interests, such as stock, stock options, or ownership interests;
- Intellectual property rights owned by the investigator, such as patents, copyrights, and royalties from such rights.

The Policy on Financial Conflict of Interest in Research is administered by the Office of the Vice President for Research and Public Service. The full text of the policy, and disclosure forms and instructions are available on-line at <http://usnholpm.unh.edu/UNH/II.Acad/D.htm>. Direct questions to 603-862-1948.

Intellectual Property

The UNH Office of Intellectual Property Management (OIPM) oversees the protection of intellectual property rights, encourages invention and innovation, and supports the university's research mission. The OIPM:

- Determines the potential market for new intellectual property
- Promotes UNH intellectual property to outside interests
- Establishes collaborative relationships with industry
- Coordinates the flow of information required for patents, trademarks, copyrights and other forms of protection
- Ensures compliance with federal regulations

Information is available on-line at <http://www.unh.edu/oipm/> Direct questions to 603-862-4125.

Laboratory Notes

The notes kept as part of research laboratory processes belong to the lab and to the university, not to the individual graduate assistant. RA's are expected to provide all lab notes at the conclusion of such research and projects. Typically, the professor supervising the lab keeps the original copy of the lab notes, while students may keep photo or carbon copies, but it is the responsibility of all graduate assistants working in labs to be sure they understand and comply with their program-specific lab notes guidelines.

Research Guidelines: Communication

Graduate assistants need to have clear information from their departments and from their individual faculty supervisors about research expectations. If any information is unclear, RA's should ask for clarification. Whenever possible, expectations should be provided in writing to minimize confusion and to maintain consistency. Well-defined guidelines about expectations and intellectual property issues, such as ownership of research data, benefit RA's and faculty. An ongoing process of communication is key.

A Special Section for Teaching Assistants

Many graduate assistants at UNH are teaching assistants (TA's). They teach courses within their departments or programs or may work closely with faculty, assisting with grading or serving as discussion or laboratory section leaders. This section discusses some fundamentals for teaching assistants and outlines issues that many departments will cover in greater detail with their TA's. Note: Many of these issues are also applicable to Research Assistants.

Communication: Clear Roles and Clear Boundaries

As with most interpersonal endeavors, communication will provide the best foundation for a productive and successful working relationship between TA's and their departments, particularly the faculty with whom they work. It is the responsibility of departments and faculty to communicate expectations and guidelines clearly to TA's, through print materials and all appropriate orientation processes, and to make departmental resources known to TA's. Conversely, TA's with questions or concerns are responsible for communicating with their departmental and faculty supervisors and requesting clarification or support whenever necessary. The TA should understand his or her role and responsibilities and the boundaries between that role and those of undergraduate students, fellow graduate assistants, and faculty members.

Issues of Authority and Power

Some TA's find that their roles raise complex issues of authority and power. As advanced students, often training for a profession through their teaching assistantship, they may find their in-between status challenging at times. Even beginning TA's have more power within the institution than undergraduates, and they should be aware of others' perceptions of them as authority figures. Given this authority, TA's should guard against any behavior inappropriate to a professional and educational environment or against any abuses of their relative power. Of course, in comparison to faculty members, TA's do not have as much institutional power, and TA rights are important in this regard. With clear communication and appropriate support resources, TA's should be able to negotiate the challenges of their roles successfully, but prompt action is essential to resolve any problems with authority and power issues.

International Graduate Assistants: Language and Cross-Cultural Issues

In addition to the routine challenges of teaching assistantships, international students may face communication and cross-cultural challenges which compound these matters. Language difficulties and cultural expectations related to student-instructor interactions affect both teaching and learning in the

classroom. The Graduate School requires that international TA's demonstrate proficiency in both written and spoken English prior to appointment.

Resources are available to help international TA's to succeed. The Office of International Students and Scholars (see page 18) serves as the central campus-wide resource. A course in English as a Second Language (ESL) for Graduate Students, ENGL 600, is offered regularly. The Department of Communication Sciences and Disorders offers an Accent Reduction program. There is an English as a Second Language Specialist in the University Writing Center. The Preparing Future Faculty and Center for Teaching Excellence can also serve as a resource for international TA's. Graduate Program Coordinators within departments and programs often know the most effective resources for international TA's within their departments.

Using Evaluations and Observation

Whether or not your department or program uses evaluation and observation as part of the TA experience, soliciting feedback from students and from fellow teachers is an excellent way to monitor and reflect upon TA performance and growth. Use a departmental or university evaluation, or create one, to help you in assessing your skills as a TA. Invite a colleague with experience to observe you in your teaching role and to offer his or her impressions and wisdom.

Mentoring from Faculty and Experienced TA's

Mentoring can be a great asset to the TA experience. Informal mentoring, through conversation, idea exchanges, and discussion between TA's and faculty members, allows TA's to participate in a vibrant and growing pedagogical community. Formal mentoring programs within departments help TA's in practical everyday ways and in their development of educational philosophies. Some mentoring programs pair TA's with more experienced TA's, while others pair TA's with a faculty member. Whatever the mentoring possibilities in your department or program, TA's should seek out these opportunities within and beyond their departments and programs as valuable aspects of their graduate assistantship experience.

Discipline-Specific Instruction and General Teaching Strategies

As TA's and faculty members know, general educational methods and discipline-specific instructional skills can differ. It is important that TA's receive both training in teaching within their discipline, learning particular pedagogical methods for conveying specialized content, and training in teaching itself, as a general field of knowledge. Departments and programs are best qualified to provide TA's with discipline-specific teacher training, and may also offer their own helpful general teacher training. Those TA's who want to enhance their understanding of general educational strategies and methods in addition to their

field-specific experiences within departments should certainly seek out UNH programs such as Preparing Future Faculty and the Center for Teaching Excellence, described elsewhere in this handbook.

Department Resources for TA's

In addition to providing information and support on a day-to-day basis for their TA's, many departments compile resources for TA use. Such resources may include course offerings specifically designed for TA's (sometimes required), regular meetings for staff who are teaching particular courses or working within particular programs, colloquia or lecture series related to pedagogy, newsletters, teaching resource files and mini-libraries, discussion groups or web pages. Ask your department's Graduate Coordinator or TA supervisor about such resources, which can be quite helpful to TA's.

Other University Resources Useful to TA's

Library

The UNH libraries provide a wealth of resources for students, faculty, and other members of the university community. Librarians at the Reference Desk can be particularly helpful to TA's, providing general guidelines for library use, tailoring bibliographic instruction for classes and seminars, and offering orientation for new students and tours for special groups. Additionally, the Library Reserve Desk allows instructors (including TA's) to place course materials on reserve for short-term loan to enrolled students. The library offers a variety of print materials about its services and maintains a web site at <http://www.library.unh.edu>. The main library can be reached at 862-1534.

Bookstore

Located in the Memorial Union, the bookstore provides a wide variety of products and services for students and other members of the university community. Course textbook and supplemental text orders may be placed at the Bookstore (862-2140).

Computers

Students have access to microcomputers, UNIX workstations, and central computer systems. Computer accounts are available for the central UNIX system for e-mail. To set up an account, bring your university ID card to CIS Walk-In Services in the Memorial Union Building. The university offers disk and file recovery, file conversions, and password resets, anti-virus software, a computer store, a Computer Service Center, and more. For information on the full range of

UNH's computer services see <http://www.unh.edu/cis/> or contact the CIS Help Desk at 862-4242.

Audio Visual Services (a division of Computing and Information Services)

CIS, located in Dimond Library, provides a range of services related to classroom technologies. Services include support of classroom-installed audiovisual and multi-media resources, a audiovisual equipment delivery service, as well as professional sound reinforcement for special events. Concurrent training in Technology Enhanced Classrooms is available to graduate assistants one week before and during the first week of classes. For information on training schedule point your browser to <http://at.unh.edu/> (do not type in www). For troubleshooting call the Academic Technology hotline at 862-2467. To reserve equipment call 862-4211. For other information call the CIS main office at 862-3527.

UNH Blackboard

UNH Blackboard is a program supported by the Academic Technology Group of Computing and Information Services. Blackboard serves two parallel missions at UNH. The Blackboard portal, <http://MyUNH.unh.edu>, is the university's electronic portal where community members receive communications and services tailored to their needs and interests including one-click access to Webcat and UNH E-mail. Tightly integrated with the portal is the Blackboard course management system. Its goal is to help faculty integrate Web resources into their traditional classroom courses. Faculty use Blackboard to make course information available to students on-line, 24 hours a day, seven days a week. Blackboard also gives students access to on-line discussion groups, live chat, virtual classroom, file transfer utilities, and virtual field trips – all through an easy-to-use Web interface.

The Academic Technologies Instructional Development Center provides a range of support services for faculty who want to use Web resources to enhance their courses. They offer hands-on training in course management tools, preparing files for the Web, and linking to electronic library resources. *This training is open to graduate teaching assistants on a space-available basis.* They also offer assistance in adapting course materials for access via the Web. For more information, point your browser to <http://www.unh.edu/blackboard/>. To see a schedule of the training available and to sign-up on-line, point your browser to <http://www.unh.edu/blackboard/training.html>. To get assistance with course materials, call 862-3629 to schedule an appointment.

University Writing Center

The University Writing Center provides individual help from trained consultants on all issues involving writing: subject choice, composing processes, genre,

organization, structure, ESL (English as a Second Language) issues, grammar and formal conventions, and punctuation and spelling. All services are available without charge to any member of the university community, and students need not be enrolled in any specific courses to use the services. The University Writing Center is open to students, faculty and staff and is located in Hamilton Smith Hall, Room 7. Call the University Writing Center at 862-3272 for more information or to make an appointment.

Language Laboratory

The Parker Language Laboratory is a multi-media language facility offering learning materials to supplement course work and to provide resources in international culture. Its services are primarily available to students enrolled in language classes. Other students and members of the broader community may be accommodated in certain programs, as facilities permit. Contact the Language Laboratory in Murkland Hall Room 3 or at 862-3913 for more information about its resources and services.

Mathematics Center

The Mathematics Center (MaC) is a Mathematics Department facility supporting the first-year calculus courses at UNH. For assistance in mathematics courses other than pre-calculus or calculus, students ordinarily confer with their own instructors and teaching assistants. It is not necessary to be enrolled in a mathematics course to use the Center, which is open to UNH students, faculty, and staff free of charge on an informal, drop-in basis. The Mathematics Center may be reached at 862-3576 and is located in Christensen Hall Room G33.

Center for Academic Resources

The Center for Academic Resources offers a comprehensive range of academic-related services to undergraduate students. Participants work on an individual basis or in-group seminars with trained staff members to improve their academic performance and enhance their educational experience. Academic Resources offers learning skills instruction, reading assessment, drop-in subject area tutoring, study groups, computer resources, course information, and clarification of academic goals, personal advising, and referral. Additional services are available through the Student Support Services component for students who meet income and disability criteria. Located at Wolff House, the Center for Academic Resources may be reached at 862-3698.

The Journal of Graduate Teaching Assistant Development

As both the need for and the expectations of teaching assistants in higher education rise, a range of regional and national resources has emerged to address the roles of TA's. One such resource is the *Journal of Graduate Teaching Assistant*

Development, published through the Center for Teaching Effectiveness at the University of Texas at Austin. Subscription information and requests are processed by New Forums Press, Inc., 1018 South Lewis Street, Stillwater, OK 74074.

10 Things I Wish Someone Had Told Me About College Teaching

The following is based on an original document by Professor Lee Seidel, director of the Teaching Excellence Program at UNH. The excerpt has been adapted for the purposes of this Handbook.

1. Use your course syllabus to reduce ambiguity.

The syllabus provides students with your policies and expectations. Obviously “your” policies and procedures must be within the parameters established by the university and department. In many instances, university policy is such that the instructor of a course must decide his or her particular position and then convey it to students. A detailed syllabus minimizes the ambiguity in your relationship with students. For example, it is generally appropriate to include on your syllabus:

- your grading scale
- your policy on class attendance, late work, and missed examinations
- your policy concerning plagiarism
- your office hours and how a student can contact you outside of class
- your method of assessing student performance including participation

Throughout the semester, students can be referred to the syllabus for direction and policy. Students can also be required to furnish a rationale based on the syllabus when they ask for an exception to an explicit policy. Consider having students write the names, email addresses, and phone numbers of at least two other students on their syllabus and asking them to seek information from fellow students if they miss a class. The syllabus can be an excellent teaching tool that helps you not only to keep students on schedule in the course, but also to be a fair, consistent, and communicative teacher.

2. Course design is very important and takes time.

Few have the ability to design and teach a course perfectly the first time. Give yourself the opportunity to succeed by looking at a new course as something that will evolve, either as it proceeds or the next time you have an opportunity to teach it. Try different ways to present ideas and concepts. Try different ways to establish certain proficiencies. Beware of New Teacher Disease, a disorder characterized by a belief that your students must read virtually everything that you have read in your own education. Determine what you believe is important to meet the objectives of the course, and remember that your course is only one within a student’s educational mosaic. There are differences among what is taught, what is read, and what is learned. We are ultimately responsible for what is learned.

3. Make sure that your student evaluations are not a surprise.

Examine the form used by UNH students to evaluate faculty at the end of the semester. It provides students the opportunity to express their views concerning the course you have designed and taught. Most students are not looking for free rides and good times. They generally respond poorly when a course is not well organized, is characterized by changing expectations that they have difficulty understanding, or is presented in a manner to cure insomnia. Students usually respect courses and teachers that provide them with a sense of what they have learned and why they have learned it. Over the course of the semester, you can monitor your students’ responses. Some teachers design

a formal mid-course evaluation. Others may ask students to complete the following sentence anonymously, and turn it in: *During this course, I wish that...* Such practices provide a glimpse of student attitudes and preferences, and a chance for you to adjust parameters or open discussions based on interaction with students.

4. Keep your department chair/faculty supervisor informed about your courses.

Create dialogue with your department chair or faculty supervisor about teaching just as you will create dialogue about your scholarly interests. Share successes and failures. When there is a sense of community among teachers, we can learn from each other within that community.

5. A serious student problem = the department chair/faculty supervisor.

You will encounter student tragedy. You will encounter students with complex problems based upon circumstances as well as their own actions. There is a difference between being a teacher and being a counselor. Our university employs trained counselors to work with students in need of such interventions. Crossing the line between teacher and counselor can highlight exactly how unskilled you are as a counselor. Get advice before you decide to do anything. Consult people who know the regulations and precedents, especially your department chair or faculty supervisor, who can help with access to university resources to address complex problems. Above all, do not make important decisions in the hallway or just before or after a class. Make an appointment with the student to discuss the problem in your office, and then use this time to learn about the problem and issue. You can also use this time to tell the student the parameters that need to be honored in any solution and then ask the student what he or she thinks would be a reasonable solution.

6. Be scrupulously fair with all students.

Continuously welcome all students into our community of scholars. Treat them as scholars even if they do not want to be. Treating them like scholars and role modeling for them how scholars approach learning is as important as the substance of your teaching. Being scrupulously fair with students also mean establishing the classroom as a scholarly environment. Despite diverse backgrounds, values, and preferences, no one should use sexual, racial, or ethnic slurs or innuendo in their writings or scholarly works. These should such be allowed in the scholarly classroom by either teachers or students. The climate of your classroom is your responsibility to establish, monitor, and maintain. Maintaining the scholarly nature of the classroom and of your relationship with students is a vital part of fairness.

7. Create and close (learning) loops.

If you think your class appears large and impersonal, think how a specific student must feel. To diminish the impersonal nature of large classes, ask students to do something and then have them tell you the results. Make them active learners by giving them important tasks and weaving their results into the course. Create the appropriate learning loop and close it. Tailor your evaluation method to the intent of your teaching. In this way, you will close a learning loop by ensuring a correspondence between what you teach and how it is evaluated.

8. Time management is an issue.

New teachers always underestimate the time associated with teaching. No reasonable person can grade 125 essay exams or papers in one sitting without losing the ability to be rational and fair. Designing good examination questions or assignments is an art that requires time. Any kind of test or assignment will benefit from time devoted to designing it. Remember too that your timetable for accomplishing a task may be different from a student's. Students have time management problems too. Schedule carefully, and work toward balance and quality for yourself and your students.

9. Attitude counts.

Your students' attitudes about your course will be a magnified version of yours, even in "killer" courses. Sometimes it is important to share with students that you know exactly how hard something is to learn for the first time. Tell them it is hard and then show them how to learn it. A classroom provides the opportunity to show an enthusiasm for learning. You set the tone. Coach, cajole, and demand perfection. Use humor to relieve their tension. If you tell your students that you expect 1/3 of the class to fail, they will probably "live down" to that expectation. If you tell them you want them all to prove that they can earn A's, they just might do it.

10. No one has all the answers.

Sometimes a question cannot be answered definitively. Students need to know this as much as they need to know the answers to those questions that are answerable. Other times, questions deserve answers that need to be found. Tell students how to find the answers to their questions and express your own interest in knowing the answers. Whenever you can, model intellectual curiosity and the scholarly pursuit of answers yourself. Telling a student to "go to the library" to research a question assumes that the student has the same ability as you do to research questions in your field. Many students are not good library researchers. If you tell them to do research, be specific about where to look and how to proceed, and ask them to come back to you regardless of their success or failure. Better yet, *show* them how to do the research whenever the research is a component of the course or an important part of their education.

Graduate Assistant Case Studies For Reflection and Discussion

The following case studies are fictional representations of situations graduate assistants may face. These scenarios may be useful as examples that raise a range of issues. They are intended to inspire ongoing reflection and discussion.

Teaching Assistants

Yoshi: The Classroom as Cultural Crossroads

Yoshi, who has been in the U. S. as a doctoral student in the sciences for one year, has spent most of that time studying in his field and practicing his spoken English with fellow graduate students. He has made the transition this year from Research Assistant, working with faculty members in a lab, to Teaching Assistant. One of the faculty members with whom he has been working remembered that Yoshi was going to begin teaching for the department, and mentioned that Yoshi should come and see her for tips on making the material clear to students. Yoshi had a helpful meeting with this faculty member during her office hours, and benefited from the experience of someone who has been teaching the sciences with success at UNH for several years.

Yoshi prepared carefully for his first day in class, making sure his lecture was clear and refining his pronunciation of English. When he entered the classroom, he realized just how many more students are in an average undergraduate class than were in his graduate seminars! He also noticed a striking difference in atmosphere. While the graduate student classroom quickly came to order and prepared for the teacher to begin class, the undergraduate students seemed not to notice that Yoshi had arrived and was collecting his notes at the front of the room. Yoshi's graduate classes had been mostly similar to classrooms in his home country, except for a more vigorous spirit of debate about scientific theories, in which UNH graduate students and faculty questioned each other's assumptions during a give-and-take discussion. He was surprised to find that in this undergraduate class, he had to ask for students' attention before beginning his lecture. He worried that the students were being disrespectful because he was a TA or because he was Asian, or both.

In fact, the students had no problem understanding his accent or recognizing that he was a talented lecturer. Yoshi conveyed the information so interestingly that several students raised their hands in the last few minutes of class. When Yoshi glanced up from his notes, he noticed the first two raised hands. A little nervous, he turned to write a key term on the board, only to find that two more hands had gone up in the meantime! Yoshi reminded himself that American students tended to ask more questions of their teachers than students in his home country, and he began to call on the students in turn. Three of them were wondering about the applicability of a particular theory they had been studying in another course to Yoshi's lecture, so when he answered the first question, two of the remaining hands went down, and the students began nodding. Yoshi answered the final student questions, and dismissed class feeling

pretty good. Yoshi is at a cultural crossroads, looking to read the signs of UNH classroom culture through the lenses of his own past experiences.

Here are some resources that might help Yoshi. It has been a while since Yoshi has been to the Office of International Students and Scholars, but it may be time to pay a visit. If he talks with a staff member about teaching-specific cultural differences, or asks about resources designed for international TA's, he could find some print materials and web sites to explore that he would not have needed as much back when he was working in the lab. Though his first day went well, Yoshi can also use the Accent Reduction Program offered by the Department of Communication Disorders if he wants to work on his English pronunciation with a professional coach. He can use the UNH Writing Center, which may have a specialist trained in English as a Second Language, for help with written communication to his students, such as syllabus and assignment writing. Yoshi might also want to ask the helpful faculty member in his department if he can sit in on her introductory course once or twice, to see how students respond in a typical UNH undergraduate science class. That way, he can benefit from her instructional tips while observing the class atmosphere.

If Yoshi can continue to learn more about the cultural differences that shape his interactions with his students, he can gain increased and deserved teaching confidence.

Susan: A TA's Balancing Act

Susan, a graduate student in the humanities with a teaching assistantship, finds herself struggling to balance her TA responsibilities and her graduate studies. She is handling a situation with one of her students, working on an important paper for the seminar in which she is enrolled, and worrying about meeting a deadline set by her faculty advisor.

Although the students in the class Susan is teaching are generally dedicated, one of Susan's students did not attend class for two consecutive weeks. She did not contact Susan during this time. On the day that the student reappeared in class, Susan asked to confer with her after class. During their discussion, Susan reminded her of the course attendance policy and expressed her concern for the student, asking whether there had been any problems of which she should be made aware. The student told Susan she had been asked to fill in for a co-worker at her job and didn't have time to do the reading assignments for the course. "It was a low priority for me to read that stuff," she said. "I barely made it to my other classes, and was half asleep during those." Pressed for time, Susan asked the student to check in again at the start of the next class meeting.

In the seminar course Susan is taking for her own studies, the major assignment will require regular library and writing time over the next several weeks. Keeping up with the reading for this course has been a challenge, and now the workload has grown!

At the same time, Susan's advisor has asked her for a draft of her proposal for the Summer Fellowship, for which she will apply in a few months. Susan knows this proposal needs to be clear and persuasive to compete with the many others the

Graduate School will read, and that being accepted would ensure her much-needed funding for researching an article she hopes to publish in the fall.

Susan is immersed in a situation familiar to many graduate assistants. What should she do to keep the balance?

First, Susan should communicate with the student in her class, remembering that the attendance problem is ultimately her student's responsibility. When the student checks in with her as agreed, they should schedule an immediate appointment during office hours. In that meeting, in a clear and firm manner, Susan needs to explain the consequences of the situation to her student. She might say, "As I mentioned last Thursday, your allowed absences exceed the attendance policy for our course, which is on the syllabus. Since my records show that you have six absences so far, I want you to know that your participation grade has dropped from C range to D range, and any additional absences will put you at risk of failing." Susan can express her support for the student by acknowledging the difficulties of working during the school year, but she should also point out that she has clearly outlined her policy for attendance (which is listed as fifty percent of the course participation grade on the course syllabus) so students would know the importance of the course attendance policy up front. She can also point out that choosing to miss classes in which readings are discussed only compounds the problem of temporarily falling behind in reading assignments. Ultimately, Susan should make sure the student leaves her office with an understanding of the specific consequences of her choices up to that point, and with encouragement to communicate with Susan proactively as the student aims to improve during the rest of the course.

Second, Susan needs to manage her time carefully. Three days a week, she can spend the two free hours between her teaching and her own seminars in the library, where she won't be interrupted as she works on her paper. On her next available non-teaching day, she can draft the Summer Fellowship proposal. Her advisor has said that the proposal need not be perfect yet, and Susan knows that getting the draft into her advisor's mailbox will allow her to focus on the seminar work and on her teaching while she waits for feedback on the proposal draft. Despite the stress of her balancing act, Susan knows she's learning multi-tasking skills she will surely need as a future humanities professor. The Teaching Excellence and Preparing Future Faculty Programs would be resources Susan could explore at UNH as she develops her balancing skills in pursuit of the academic career in which they will be vital.

Research assistants

Tara: Making the Lab an Equitable Environment

Tara is working in a lab this year under the guidance of a prominent professor of life sciences on research that will help to shape Tara's own future projects. In the lab, Tara interacts regularly with a fellow graduate student, Tom, who has an outgoing and witty personality. Tom often livens up the lab atmosphere by teasing his fellow students, all but two of whom are women, about their lack of social lives or interest in what he calls "geeky subjects that scientists like us are interested in." Occasionally, his accounts of his own lack of a social life become rather specific, offering personal details, such as his mention of how long it's been since he's had time to date. Most of the time his fellow research assistants appreciate his humor and find that it helps them to create a community within the lab as they pursue their research priorities.

One afternoon, Tom enters the lab late, and finds that the other male student is not at the lab that day. Finding the lab staffed by the five women RA's, who are busy with an experiment, Tom jokes as he enters, "This is one of my science geek fantasies! Alone in a lab with five sexy babes. Could you ladies humor me and strip down to goggles only?" Two of the women RA's laugh slightly and uncomfortably, while Tara and the other two women are stunned. Tom's humor has never been directly sexual, but today he has quickly changed the atmosphere from one of productive research to one of awkwardness and discomfort. When his joke falls flat, Tom adds, "I'll go get suited up myself while you discuss my fate." As Tom walks away, Tara feels as though he has taken all the momentum of the day's project from the group of women. No one speaks for some time, and that segment of the research is completed with a less intense focus than usual. Tara meets Tom's gaze only once, and Tom taps his goggles and smirks. Tara, who shakes her head and looks away in embarrassment, cannot believe Tom doesn't realize the effect of his joke on her and the others. Tara leaves the lab with one of the other RA's, who says, "Tom really went too far with that joke. Like I want or need to know his fantasies!" Tara agrees, and the women depart campus for the day. Later that evening, Tom calls Tara at home. Tara assumes he wants to discuss the schedule for the lab, and tries to ignore the day's discomfort. At the conclusion of their brief conversation, Tom says, "Listen Tara, I hope you didn't mind my telling you my little fantasy today. It's just that my mind tends to run away with me when you're around, since you really are my type. If I saw you out in a bar, I'd be all over you." Tara replies, "Yeah, well, anyway, we don't have time for that kind of thing with this research project schedule—I'll see you later Tom." Hanging up the phone before Tom can say any more, Tara is shaking with anger and embarrassment. She is not interested in Tom romantically, and even if she were interested in a fellow student, Tara thinks it is smarter to wait until two people are not working together before pursuing any sort of non-professional relationship. She worries that she may have sent the wrong signals to Tom somehow. Tara begins to dread her next visit to the lab.

Tara feels confused and embarrassed, and is even questioning whether she might have a role in Tom's behavior. She is responding to a situation that has made her (and probably the other women in the lab, too) feel isolated and uncomfortable in the performance of assistantship duties. Put plainly, Tara and her colleagues are experiencing sexual harassment. Reasonable people (both male and female) would undoubtedly find that the effect of Tom's jokes about the women who work with him in the lab has been to make Tara and the other women uneasy. His comments have created an unprofessional and inequitable lab environment. In addition to the problems his behavior has created for others, Tom is putting himself at risk by failing to see or to take responsibility for the serious effects of his humor. When Tom becomes a professor, his lack of consciousness about such actions would take on even more overt power dynamics.

Since Tom has been unable or unwilling to recognize the effects of his actions, and since he, not Tara or the other women in the lab, is the one responsible for the discomfort, Tara must not blame herself for the situation. She should, however, know that she can take back her sense of control over the lab environment by expressing her discomfort about Tom's behavior. Tara can choose to confront Tom, with or without supportive colleagues, or she might choose instead to contact the university resources that are in place to assist with such situations. Tara could begin by consulting the professor who supervises the lab, or by consulting the Affirmative Action office on campus for a preliminary discussion. She can find support, discuss her options, and determine how best to proceed. If the situation with Tom should fail to improve once Tara has communicated with Tom in whatever way she determines is best and has made it clear that she feels uncomfortable with his actions, campus resources such as the Affirmative Action Office and Sexual Harassment and Rape Prevention Program can be called upon for more formal measures. Tom's actions are clearly in violation of university policy, and Tara has a right to pursue her graduate assistantship in an equitable environment. No fellow student, faculty member, or other member of the university community should continue to knowingly impair that environment.

Rob: Maintaining Honest Scholarly Standards for Authorship

Rob has had a grueling semester working on a project in his social sciences program. One portion of the research for the project has finally been written up in an article, co-authored by two graduate students and one professor with whom Rob has worked periodically. Though the portion of the research Rob knows best and with which he has worked most directly is not yet ready to be developed into an article, Rob hopes to use that portion within his dissertation next year. He assumes that given all his hard work on the project as a whole, he will be able to use the information gathered as a basis for his individual work on the dissertation. If he can develop the material into an article, Rob will be the principal author of that article, with co-authors from his particular group of researchers.

Some weeks after the project research is concluded, Rob outlines his proposal for the dissertation and meets with his faculty advisor, whose specialties are important to another part of Rob's work, but who was not involved in this particular project. Rob has presented his portion of the research as the basis for Chapter One of the dissertation. When determining what his second chapter should cover, Rob thinks back to the article that has already been published by his two fellow students and the professor, and wishes he had participated in that portion of the research. Though he is more interested in what he has chosen to pursue, he now has more work to do than he would have had as part of the research team on the other part of the project. He remembers how hard his two fellow students worked on their portion of the research, and feels that the professor should have given one of the students a chance to be principal author of the article, rather than taking the lead herself. Rob thinks to himself, "Sure, it was Professor K's idea to apply for the project funding, but without those of us who were her graduate RA's, none of the work could have been carried out." Rationalizing his choice by selectively emphasizing his investment in the project as a whole, and feeling overwhelmed as he tries to articulate the research project for his own dissertation, Rob sketches Chapter Two of his dissertation with a heavy reliance on the article that has been published by the professor in co-authorship with Rob's fellow students. Rob feels that the project couldn't have succeeded without the efforts of the graduate students, including him, and feels entitled to the information almost as much as to his own portion of the project. He manages to come up with a highly original Chapter Three, which he hopes will distract his advisor from the fuzziness of Chapter Two – Rob has not been able to speak with the same authority on research he wasn't directly performing, of course.

What are some of the issues raised by Rob's struggle and some of the problems inherent in his first dissertation proposal draft? Rob is entangled in the complexities of participating in research on a project that requires more than one researcher. He is forgetting that although a project like this one is always a team

effort, those working on it do need to be scrupulous about attributing ideas honestly and according to scholarly standards. If Rob turns his portion of the research into an article, and is the principal author of that article, he can reprint the article as chapter one of his dissertation. But regardless of his fellow students' investment in their portion of the project, and his own investment in the project, scholarly protocol dictates that the article he has adapted into his second chapter is work that belongs to Professor K. By blurring the lines of authorship, Rob is risking that his dissertation will not be accepted within the prevailing standards of his field, and even that he will be dismissed from his program. Whether or not his advisor catches the "borrowing" in Rob's outline of chapter two, Rob might eventually be accused of intellectual property violations, especially if Professor K agrees to be a reader of his dissertation, given the small size of his program.

Rob should talk with his professors about intellectual property issues within the field, and ask them to explain in more detail their perspectives on the accepted system's advantages and disadvantages. He can ask for strategies that will allow him to maximize his own contributions and scholarly credentials without breaking or even bending the ethics of intellectual property. Unless he realizes the mistaken impulse of his draft, Rob is also shortchanging himself by trying to take shortcuts in writing his dissertation, which is supposed to represent his most original contribution to the field. Though he has learned a great deal in his graduate program, he cannot claim to have invented the idea for this project or to have any real basis for using the article that others have taken the time to produce and publish. Rob may want to consult the Policy on Misconduct in Scholarly Activity, and to become more familiar with the published guidelines that are specific to his own field. But in order to learn most fully from his struggle, Rob would do well to tap into the same sense of community within his program that fostered the project in the first place in order to understand how his role within it can be fairly and honestly conveyed in his dissertation. To begin his academic career with a decision that compromises standards of intellectual honesty cannot be of any real benefit to Rob, who wants to be well respected in his chosen field and who has been accepted as a student in the program because of his promise as an individual scholar.

Appendix:

Useful Phone Info for Graduate Students and Graduate Assistants

UNH Main Switchboard

862-1234

UNHINFO (campus-wide information links)

<http://unhinfo.unh.edu/>

Some UNH Services and Resources

(See the UNH Student Handbook or UNH Directory for a full list.)

| | |
|--|---------|
| <u>Access Office (support services for students with disabilities)</u> | 2-2607 |
| | (V/TTY) |
| <u>Advising Center (academic)</u> | 2-2064 |
| <u>Affirmative Action</u> | 2-2930 |
| | (V/TTY) |
| <u>Art Supply Store</u> | 2-2236 |
| <u>Athletic Ticket Office</u> | 2-2287 |
| <u>Bicycle Registration</u> | 2-1427 |
| <u>Bookstore</u> | 2-2140 |
| <u>Business Services (accounts and billing)</u> | 2-2230 |
| <u>Career Services</u> | 2-2064 |
| <u>Center for Academic Resources</u> | 2-3698 |
| | (V/TTY) |
| <u>Chaplains/Local Religious Info</u> | 2-1165 |
| <u>Child Care/Child Development Center</u> | 2-2835 |
| <u>Class Cancellation Hotline</u> | 2-0000 |
| <u>Computers/Internet/Email (CIS Help Desk)</u> | 2-4242 |
| <u>CONNECT Program (for undergraduate students of color)</u> | 2-2221 |
| <u>Continuing Education</u> | 2-2015 |
| <u>Copy Center</u> | 2-1984 |
| <u>Counseling Center</u> | 2-2090 |
| <u>Dining</u> | 2-1821 |
| <u>Diversity Support Coalition</u> | 2-3550 |
| <u>Exchange Programs (national)</u> | 2-3485 |
| <u>Financial Aid</u> | 2-3600 |
| <u>Gay, Lesbian, Bisexual, Transgender Task Force</u> | 2-2050 |
| <u>Graduate School</u> | 2-3000 |
| <u>Graduate Student Organization</u> | 2-2422 |
| <u>Health Services</u> | 2-1530 |
| <u>Honors Program</u> | 2-3928 |
| <u>Hotel (New England Conference Center)</u> | 2-2801 |
| <u>Housing for grad students</u> | 2-2120 |
| <u>Identification Cards (Holloway ID Office)</u> | 2-2273 |
| <u>Information Center (Memorial Union)</u> | 2-2600 |
| <u>International Students and Scholars</u> | 2-1288 |
| <u>International Research Opportunities Program (IROP)</u> | 2-4323 |
| <u>Judicial Programs Office (student conduct)</u> | 2-3377 |

| <u>Libraries:</u> | |
|--|--------|
| Dimond Library | 2-1534 |
| Biological Sciences Library | 2-1018 |
| Chemistry Library | 2-1083 |
| Engineering, Mathematics & Computer Science Library | 2-1196 |
| Physics Library | 2-2348 |
| Mailing Services (Granite Square Station) | 2-6245 |
| Maintenance Requests | 2-1437 |
| Mathematics Center | 2-2320 |
| Memorial Union | 2-4600 |
| Multicultural Student Affairs | 2-0324 |
| Newspaper (The New Hampshire) | 2-1490 |
| Nontraditional Student Organization | 2-3455 |
| Office of Sponsored Research | 2-2003 |
| Parking and Transportation Services | 2-1010 |
| Payroll | 2-1400 |
| People of Color, President's Commission on the Status of | 2-1058 |
| Police/University Police | 2-1427 |
| Printing Services | 2-0537 |
| Recreation Center | 2-2031 |
| Recycling Office | 2-1544 |
| Registration/Registrar's Office | 2-1500 |
| SHARPP (Sexual Harassment and Rape Prevention Program) | 2-3494 |
| Shuttle and Transportation Services | 2-2328 |
| Study Abroad | 2-2398 |
| Teaching Excellence Program | 2-0233 |
| Theater Box Office (MUB/Cultural Events) | 2-2290 |
| Undergraduate Admissions | 2-1360 |
| UNH Main Switchboard | 2-1234 |
| UNH Manchester | 1-4321 |
| University President's Office | 2-2450 |
| Veteran's Counselor | 2-1595 |
| Women, President's Commission on the Status of | 2-1058 |
| Writing Center | 2-3272 |
| WUNH-FM | 2-2541 |