



University of New Hampshire

Graduate Assistant Handbook

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I. 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 Part-time Lecturers: Graduate part-time lecturers are 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 external grants and contracts or by the Agricultural Experiment Station.

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 for 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.

International students (F-1 and J-1) must consult the Office of International Students & Scholars to confirm employment eligibility.

II. Graduate Assistant Orientation

All graduate assistants supported by university or external funds must attend the university-wide graduate assistant orientation during their first semester of enrollment. These half-day orientations, sponsored by the Graduate School, are offered in August and January, and provide essential information on graduate assistantships and campus services. Specialists speak about federal and university guidelines for research compliance, confidentiality issues, disability resources, and harassment prevention. Participants are also introduced to helpful resources and opportunities, including the Graduate Student Senate and the Preparing Future Faculty Program.

Note that all incoming Ph.D. students also must attend Responsible Conduct of Research training (RCR) by the end of their first semester of enrollment. Additional information on RCR training is listed later in this document.

III. Registration Requirements and Graduate Assistantships

Registration: All graduate students holding appointments must be enrolled as students in order to hold an appointment during the academic year. Assistants, fellows or graduate part-time 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.

IV. Workload

Students on full assistantships are involved in assistantship activities for twenty hours a week during the academic year. The workload for students on stipend only and hourly appointments is specified at the time of appointment. The workload for students in the latter two categories is less than 20 hours per week.

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, department graduate program coordinator, and/or department chair. If concerns persist, contact the Associate Dean of the UNH 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.

Graduate Supplemental Appointments: U.S. and permanent resident graduate students on appointment in one of the above categories may petition to supplement their regular appointment for up to an average of 10 hours per week when school is in session unless precluded from doing so by the terms of their appointment.

The petition must indicate an explanation of the supplemental work and a rationale that explains how the additional work hours will not negatively impact their time to degree and other responsibilities of being a graduate assistant and student. The petition must indicate whether the student's advisor and graduate program coordinator are supportive. http://www.gradschool.unh.edu/pdf/frm_pet_exp_ap.pdf

International students

All students, including F-1 and J-1, may supplement their regular appointments for up to 20 hours per week when school is not in session (12/20/2015 – 1/25/2016 and 3/12/2016 – 3/20/2016). Such appointments may be processed as stipends or hourly. Assistants who serve as TA's during the J-term receive a supplemental appointment if the workload exceeds the 20 hours they are normally expected to work.

F-1 and J-1 students on full assistantships may not accept additional appointments while school is in session.

V. 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 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, they can direct you to the appropriate faculty member or administrator.

VI. 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, and 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 the event that you are having difficulty with your advisor and/or the faculty member overseeing your assistantship assignment, then you are advised to speak with the advisor/faculty member directly, to discuss the matter with your department graduate program coordinator, your department chair, and/ or to meet with the Associate Dean of the Graduate School. In the event that you are having difficulty with your advisor/faculty member, then you are advised to discuss the matter with your department graduate program coordinator directly, your department chair, and/ or to meet with the Associate Dean of the Graduate School.

VII. Research Guidelines and 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, then graduate assistants should ask for clarification. Whenever possible,

expectations should be provided in writing to minimize confusion and to maintain consistency. Well-defined guidelines about expectations benefit graduate assistants and faculty. An ongoing process of communication is key.

VIII. 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 their 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 their 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 often 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.

Libraries

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) <http://unh.bncollege.com/webapp/wcs/stores/servlet/BNCBHomePage?catalogId=10001&langId=-1&storeId=29555>

Technology

UNH Information Technology delivers network and communications infrastructure, as well as provides IT services that support students, faculty & staff with learning & research.

To learn more about our services, visit the [UNH IT Service Catalog](#)

For information on how to use our services, visit the [Self-Help Knowledge Base](#) or contact the Help Desk at 862-4242. <http://www.unh.edu/it/academic-technology>

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. <https://d7admin.unh.edu/cfar/additional-resources>

Audio Visual Services

The UNH Audiovisual Services group manages over 180 technology enhanced teaching and learning spaces at UNH Durham. We provide equipment rental, system

installation & repair, special events, and direct support services to faculty, staff, students, and patrons <http://www.unh.edu/it/service/audiovisual-services/audiovisual-support>

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.

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.

IX. Stipend Levels

The base stipends for full assistantships and for Ph.D. students with at least two years' service [vary with each new academic year](#).

Stipends (AY 2015-16): Level 1 - \$16,000 All masters' students and PhD students with a bachelor's degree who have less than 2 years' experience as a GA or RA at UNH; **Level 2 - \$17,080** PhD students with a master's degree or PhD students with a bachelor's degree who have 2 years' experience as a GA or RA at UNH; **Level 3 - \$18,330** PhD students at candidacy. Departments may pay a higher base stipend for assistants to meet the recruitment needs of the program. Graduate assistants on a semester appointment receive 1/2 of the AY year rate. Graduate part-time lecturers receive a stipend of no less than the adjunct rate appropriate to their program. Graduate fellows, trainees and interns receive a stipend in accordance with the terms of their award.

Academic Year Dates: The academic year payment dates for 15-16 are August 24, 2015 to May 20, 2016. The corresponding semester dates are August 24, 2015 to January 6, 2016; and January 7, 2016 to May 20, 2016. **Assistants who are appointed for the full academic year should check with their hiring unit to determine the expectations for working during semester breaks.**

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.

X. Tuition Waivers

Students appointed as assistants, fellows and graduate part-time lecturers receive **tuition waivers** in addition to their stipends during the period of their appointment. Waivers will be prorated for students who hold less than a full appointment. Assistants and fellows on AY or spring only appointments receive **tuition waivers for the January term**. Graduate part-time lecturers receive tuition waivers for the January term only if they are teaching during that term. Students on stipend only and hourly appointments do not receive a waiver. Such students may be eligible for tuition scholarships. Graduate assistants, research assistants and fellows receive **tuition waivers for summer courses** offered through the Graduate School (GRAD) related to academic programs in College Teaching, Research Ethics and Grant Writing. Summer waivers are prorated for students who had less than a full academic year appointment. Such waivers are provided through the Graduate School. Graduate assistants, research assistants and fellows may receive tuition waivers for summer courses offered outside of the Graduate School if approved by their funding source. Such waivers are provided by the hiring unit. **Waivers cover only course work that is directly related to a student's academic program.**

Student Health Benefits Plan: Students appointed as assistants, fellows and graduate part-time lecturers for the full academic year receive a waiver for the university's **Student Health Benefits Plan (SHBP)** during the period of their appointment. Students on a **fall only** appointment and continuing in the graduate school for the spring semester full time receive a waiver for the **SHBP** for the fall and will be responsible for the spring portion of the plan costs. Students on a **fall only** appointment and continuing in the graduate school for the spring semester on a part time basis receive a waiver for the **SHBP** for the fall, have the option of continuing on the plan for the spring, and will be responsible for the spring portion of the plan costs. Students on a **spring only** appointment will receive a waiver for the **SHBP** for the spring.

<http://www.unh.edu/health-services/shbp/>

XI. Mandatory Fees

Students appointed as assistants, fellows and lecturers receive a fee waiver for the technology fee during the period of their appointment. Course fees are also covered by the waiver. The Health Services and Counseling fee, the Memorial Union fee, the Student Recreation fee and the Transportation fee **are not** covered by waivers, although scholarships maybe awarded to individual students to cover these fees.

XII. Financial and Tax Information

FICA taxes will generally be withheld from wages paid to any graduate student registered for less than 1/2 time (less than 5 credits per semester during the academic year; or less than 3 credits per session in the summer). 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 3 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 USNH Payroll on IRS Form W-4. The value of the SHBP waiver is considered a scholarship and may be reportable to the IRS and subject to tax withholding for foreign students. Both wages and scholarships may be exempt from withholding if the student is from a foreign country with tax treaty provisions that exempt these payments. The appropriate IRS Form 8233 or W-8BEN must be on file in USNH Payroll in order for a foreign student to claim these exemptions.

XIII. Sources of Additional Funding for Graduate Students

Through the UNH Graduate School, the below funding opportunities are available to graduate students/graduate assistants.

Travel Grants

Travel grants are available to assist graduate students presenting papers and poster sessions at professional meetings and conferences. Travel grants are also available to students who are attending professional development workshops and seminars that will enhance their research agendas. Travel grants will not exceed \$200 per student per conference, or \$400 per student per year. Students seeking a travel grant must make a request for one prior to the date of their conference or meeting. Students receiving travel grants will be expected to participate in the Graduate Research Conference during Graduate Student Appreciation Week, which is held each year in early spring. Also, the names of travel grant recipients will be posted on the graduate school website.

https://www.gradschool.unh.edu/php/travel_grant.php

Dissertation Year Fellowships

Dissertation Year Fellowships for a maximum tenure of one academic year are available on a competitive basis to doctoral students who meet the criteria as outlined in the terms and awarding criteria. These awards include a stipend and a waiver of the doctoral research fee and mandatory fees for the period of the award.

https://www.gradschool.unh.edu/pdf/frm_aid.php

Summer Teaching Assistant Fellowships

These fellowships are intended to support research or study during the summer for individuals who have held a TA position during the current academic year, and have performed exceptionally well as a TA and as a student

https://www.gradschool.unh.edu/pdf/frm_aid.php#staf

Please consult the Graduate School website www.gradschool.unh.edu for further information about these resources, including 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://gradschool.unh.edu/grad_aid.php

Additional On-Campus Financial Resources

UNH Office of National Fellowships

The UNH Fellowships Office provides information, counsel, and editorial support to students applying for national and international fellowships and scholarships. The office also assists faculty members who serve as mentors and recommenders.

<http://www.unh.edu/fellowships-office/>

UNH Financial Aid Office

Provides assistance on applying for financial aid.

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

UNH Business Services Office

Business Services provides a comprehensive financial operation to assist students with university accounts. The Office initiates billing, processes loan and scholarship payments, and counsels students relative to their financial obligations. Their goal is to make this process as clear and easy as possible.

<http://www.unh.edu/business-services/>

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.

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

XIV. Criminal Background Checks

These are conducted for all graduate students appointed as a teaching assistant (TA), research assistant (RA), graduate assistant (GA) or graduate part time lecturer, graduate fellow or graduate intern/trainee. Graduate students on stipend only or hourly appointments may also be required to undergo a background check depending on the nature of their appointment. These investigations are mandated by University policy requiring a pre-employment background review for all appointees who commence their duties after July 1, 2008. A standard background review consists of a criminal history review, sex and violent offender registry review, social security trace and verification; and, if required by the nature of the appointment, a Department of Motor Vehicle record search. International students whose visas and/or authorization to work in the United States were obtained after the Patriot Act was implemented on October 12, 2001, are exempt from a criminal history check.

XV. 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.

XVI. 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 their graduate studies may be reappointed for an additional period, 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, 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.

Steps for Initiating an Appeal

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 deliberations 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 their 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.

XVII. Professional Development Opportunities for Graduate Assistants

Preparing Future Faculty Program

The [Preparing Future Faculty \(PFF\) program](#) is a national movement to transform the way aspiring faculty members are prepared for their careers. The central concept of the Preparing Future Faculty (PFF) Program is that graduate 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.

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
- Seminars and workshops for Ph.D. students
- Regular 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. Doctoral students have the opportunity to add the 12-credit Cognate in College Teaching to their graduate degree program. Interested students are encouraged to [apply to the Cognate in College Teaching](#) through the Graduate School.

Center for Excellence in Teaching and Learning

The [Center for Excellence in Teaching and Learning](#) strives to promote the highest quality of student learning by providing full-time faculty, part-time faculty, and teaching graduate students with the resources they need to implement in their

classrooms the best practices in college teaching. The Center's staff consults with individual teachers; offers workshops and courses on effective teaching; collaborates with other campus units interested in program development and review; assists individuals and academic units interested in designing and implementing student learning outcomes assessment initiatives; and conducts and disseminates research on the teaching/learning process.

The teaching/learning process, embodied in the creation, transmission, and application of knowledge, is the keystone of our university. It represents the University of New Hampshire's central mission. The College Teaching Program prepares graduate students for academic teaching positions, and students are ready to teach in their field or discipline upon completion of program requirements. The transfer and relationship between theory and research and instructional practice is emphasized in all courses. This is a University-wide program coordinated by the Office of the Dean of the Graduate School and involving the Center for Excellence in Teaching and Learning as well as faculty members from many fields and disciplines.

Academic Component

The Graduate School collaborates with the Center for College Teaching to offer two academic programs focused on college teaching under the Preparing Future Faculty umbrella:

- 1) **Cognate in College Teaching:** The Center collaborates with the UNH Graduate School in offering UNH students enrolled in doctoral or terminal master's programs a unique Cognate in College Teaching. The Cognate program features courses in various aspects of college teaching and learning as well as a college teaching praxis which culminates in a teaching portfolio. For an overview of course requirements and descriptions for the Cognate in College Teaching, [click here](#).
- 2) **Graduate Certificate in College Teaching:** For those not in a graduate program, a Certificate in College Teaching is offered. The Certificate program features courses in various aspects of college teaching and learning. For an overview of course requirements and descriptions for the Certificate in College Teaching, please [click here](#).

Non-Academic Component

Preparing Future Faculty Luncheons and Workshops

In addition to the academic programs, PFF also has a non-academic component housed in the Graduate School. The non-academic program consists of monthly luncheons and workshops. Students have the opportunity to meet other prospective faculty outside of their departments and to share their teaching strategies with other new instructors. Each PFF luncheon has a theme ranging from "Teaching Large Classes" to "Balancing Teaching, Research, Service, and Family." We invite UNH

faculty to sit on a panel (usually of three or four) and share their teaching experiences with students. Student feedback from these PFF luncheons has been overwhelmingly positive. Students enjoy the informative and informal atmosphere of the luncheons as well as hearing candid experiences from UNH faculty. We have been very successful in recruiting a diverse group of faculty to sit on each panel.

Preparing Future Professionals Luncheons and Workshops

The Graduate School developed a Preparing Future Professionals (PFP) program to complement and supplement its successful PFF program in addressing professional development needs of graduate students. While research skills are taught within academic programs, and the PFF program focuses attention on the teaching role of a faculty member, there was a need to provide students with access to knowledge and skills essential to being a professional either in or out of the academy. The PFP program is structured to provide both theoretical and applied concepts to participants. Topic areas integral to success in academia such as grantspersonship, oral presentations, writing research articles, and authorship are addressed primarily through seminars and workshops, as well as luncheon discussions.

XVIII. Important UNH Policies Impacting Your Role as a GA

The following important UNH policies can impact student roles (particularly as graduate assistants, but these extend to all students):

Academic Honesty

Honesty is a core value at the University of New Hampshire. The University's [academic honesty policy is available here](#).

Consensual Amorous Relationship Policy

[This policy provides guidelines](#) specifically designed to prevent conflicts of interest that can occur when two members of the UNH community whose institutional roles place them in an uneven power dynamic engage in a consensual amorous relationship.

Discriminatory Harassment Policy

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. 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.

Family Rights and Privacy Act of 1974

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." The University System Policy to the Buckley Amendment may be found in the [Student Rights, Rules and Responsibilities bulletin](#) published each fall by the University.

University Specific Sexual Assault Reporting Requirements

These requirements are available through the University's Sexual Harassment & Rape Prevention Program: <http://www.unh.edu/sharpp/reporting-requirements>

Title IX

Title IX is the landmark federal civil rights legislation that prohibits sex discrimination in educational institutions that receive federal funding. It is not just about sports: the law protects all students, faculty, and staff persons, regardless of their sex, gender identity, or gender expression from discrimination in all aspects of education programming and specifically addresses sexual violence and harassment. At the University of New Hampshire, sexual violence includes sexual harassment, sexual assault, unwanted sexual contact, sexual misconduct, domestic violence, relationship abuse, dating violence, and stalking (including cyber-stalking). The definitive resources on the University's policies and procedures on sexual violence and harassment can be found in these two documents:

- Undergraduate and Graduate Students: [UNH Student Rules, Rights, and Responsibilities](#)
- Faculty, Staff and Teaching Assistants: [The UNH Discrimination and Discriminatory Harassment Policy](#)

Inquiries regarding sexual violence and harassment and reporting responsibilities of such incidents should be directed to: [UNH Director & Title IX Coordinator of Affirmative Action and Equity](#). The Title IX Coordinator works with University constituents to establish policies, provide training and awareness on sex discrimination and sexual violence and harassment issues, and manages the complaint process, overseeing investigations and hearings and taking action to ensure that persons impacted can continue their education and work safely and free of further infringement.

XIX. Responsible Conduct of Research and Scholarly Activity (RCR)

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.

Annual New PhD Student RCR Training

All incoming PhD students are required to attend RCR training by the end of their first semester at UNH. Information about this requirement is available at <http://gradschool.unh.edu/rcr.php>. Essentially, a student must complete [UNH's Web-based RCR modules](#) prior to attending a one 3.5 hour training session held each Fall semester.

Overview of UNH's RCR Program Components

Information about the policies, programs, and offices at UNH that provide services that are part of UNH's RCR program is available at https://www.gradschool.unh.edu/pdf/gaodocs/grad_assist_compliance.pdf.

GRAD 930: Ethics in Research and Scholarship

UNH offers this variable (2-3) 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 [Julie Simpson](#) (603-862-2003).

Web-Based RCR 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 <https://rit.sr.unh.edu/training/rcr.shtml>. For more information, contact [Julie Simpson](#) (603-862-2003).

Triennial RCR Training

The [RCR Committee](#) offers [training in the ethical and responsible conduct of research three times a year](#); January/February, May, and September/October that is open to all faculty, staff, and students. This training opportunity involves two components:

- Completion of UNH's Web-based program of RCR instruction (available at <https://www.unh.edu/research/rcr-instruction-unh>), followed by,
- Participation in a 3.5 hour seminar held triennially.

Modules must have been completed prior to participation in the seminar. Successful completion of the training requires completion of both components.

XX. Ten Things I Wish Someone Had Told Me about College Teaching¹

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 their 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

¹ 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.

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.

XVI. General Resources

UNH Graduate School

The UNH Graduate School website provides a range of useful information about many aspects of graduate studies and graduate student life at UNH. If you are looking for something and can't find it there, then please contact us (862-3000; grad.school@unh.edu)

Affirmative Action and Equity 862-2930 (V/TTY).

University of New Hampshire Affirmative Action and Equity website. Our office is responsible for oversight of the University's compliance efforts in regard to affirmative action, Title IX, disability laws and regulations, equal employment laws, and campus initiatives aimed at creating a diverse, welcoming and equitable campus. 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.

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).

Campus Safety

The [UNH Police Department](#) offers resources and classes related to campus safety:

- How to sign up for campus alerts (**students are highly encouraged to do so**): <http://www.unh.edu/upd/campus-alerts>
- Protocol for a reported school shooting: <http://www.unh.edu/upd/active-shooter>
- How much can you prevent shooting on campus? Although there is no easy way to predict such events, UNH has behavioral intervention team to help identify and asses those in crisis: <http://www.unh.edu/upd/behavioral-intervention-team>

- The University System of New Hampshire's policy on firearms on campus is available at:
<http://www.usnh.edu/olpm/UNH/III.Admin/J.htm>

Counseling Center

The Counseling 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 Smith Hall at 862-2090.

<http://www.unh.edu/counseling-center/homepage>

If you are a TA you might find the following sample syllabus text helpful regarding resources for students with emotional/mental health issues:

"Your academic success in this course is very important to me. If, during the semester, you find emotional or mental health issues are affecting that success, please contact the University's [Counseling Center](#) (3rd floor, Smith Hall; 603 862-2090/TTY: 7-1-1) which provides [counseling appointments](#) and other [mental health services](#)."

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. <http://www.unh.edu/main/resource>

Disability Services for Students

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 201 Smith Hall (Second Floor). Contact DSS 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.

<http://www.unh.edu/disabilityservices>

If you are a TA, you might find the following **Sample statement** to be a helpful addition to your syllabus: "The University is committed to providing students with documented disabilities equal access to all university programs and facilities. If you think you have a disability requiring accommodations, you must register with Disability Services for Students (DSS). Contact DSS at

www.unh.edu/disabilityservices/clockwork, (603) 862-2607
or disability.office@unh.edu.”

Health Services

Health Services is an integrated health and wellness service that operates from a holistic perspective. In support of the University's academic mission, we provide medical care, wellness education, and health promotion. We also work very closely with our colleagues in the Counseling Center to coordinate psychological care and services, and we have strong established relationships and service partnerships to provide the best possible services to UNH students and the campus community.

<http://www.unh.edu/health-services/>

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: <http://www.unh.edu/grad-catalog/choosecatalog.cfm>

Graduate Student Senate

Graduate students are encouraged to participate in the Graduate Student Senate (GSS), the official voice of UNH's graduate student body. The GSS advocates for graduate students and meets bi-weekly throughout the academic year. It also fosters community and social engagement among graduate students via an array of activities (monthly get-togethers, etc.). Information on joining the GSS and their calendar of events is available at <http://www.unh.edu/gss/>

Inclusive Excellence/Diversity

The University supports an array of activities, commissions and initiatives aimed at strengthening its goal of inclusive excellence. For information, [click here](#). Students can also contact the [Graduate School](#) for information on activities and groups of interest housed in areas beyond the University's Inclusive Excellence Office (e.g., Women in Science, etc.).

International Students and Scholars

The Office of International Students and Scholars (OISS) at the University of New Hampshire participates in the creation of a culturally diverse learning environment by:

- Coordinating programs and activities which encourage interaction between the international, campus and local communities

- Fostering awareness, appreciation and understanding of other cultures
- Promoting international education at UNH by facilitating the enrollment and employment of foreign nationals and by providing them with essential support services.

For more information or to schedule an appointment, call 862-1508,

<http://www.unh.edu/oiss/>

Kognito: Identifying Students at Risk

This program assists faculty, staff and students to better identify and refer at risk students to the Counseling Center and other resources. Instructions are provided by [clicking here](#). If you have any technical challenges with the course, please contact support@kognito.com or 212-675-9234. You are strongly encouraged to take the Kognito course for faculty and staff, given your role on campus.

Library

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 allowing for graduate students 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 main library web site, with an abundance of useful links, may be found at www.library.unh.edu

Multicultural Student Affairs and Diversity Issues

The Office of Multicultural Student Affairs (OMSA) creates opportunities for people to participate in an inclusive community and to explore and understand diversity, social justice, inclusion, and equity via educational presentations, workshops, professional development and leadership opportunities, retreats, brown-bag discussions, etc. OMSA <http://www.unh.edu/omsa> is located in the Memorial Union Room 122, and may be reached at 862-2050.

Sexual Harassment and Rape Prevention Program (SHARPP)

The mission of the Sexual Harassment & Rape Prevention Program is to eliminate sexual and intimate partner violence. SHARPP's mission is accomplished in two parts: by providing free and confidential advocacy and direct services to all survivors and their allies; and by offering culturally competent awareness and prevention programs to the University of New Hampshire community. SHARPP is dedicated to providing supportive services to survivors of sexual assault, relationship abuse and stalking and their allies, as well as providing education and outreach to

the greater University community. SHARPP is located in Wolff House (in front of Health Services).

Main Office Phone Numbers

Office: (603) 862-3494
TTY (confidential): (800) 735-2964

Support Helpline

24-7 Support: (603) 862-SAFE (7233)
24-7 Toll Free Support: (888) 271-7233
(available to anyone in the UNH Community)

Hours

Walk-in hours is Monday – Friday, 8:00 a.m. – 4:00 p.m.
General office hours are Monday – Friday, 8:00 a.m. – 4:30 p.m.
We are closed during University holidays and curtailed operations.
During walk-in hours, staff members and trained advocates are available to meet in-person with anyone in the University community. *No appointment needed.*

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://unh.edu/vpsas/sites/unh.edu.vpsas/files/media/srrr1516.pdf>

Technology

UNH Information Technology delivers network and communications infrastructure, as well as provides IT services that support students, faculty & staff with learning & research. For information on the full range of UNH’s technology services, contact the Help Desk at 862-4242 or go to: <http://www.unh.edu/it/about>

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 at:

https://www.gradschool.unh.edu/pdf/td_manual.pdf

