# 2010 North Carolina State University New Graduate Student Orientation

**McKimmon Center Area 1**  
**Tuesday, August 17, 2010**

## Welcome
Dr. Warwick Arden, Interim Provost  
Dr. Duane Larick, Dean of the Graduate School  
Ali Kefeli, Doctoral Student in Industrial Engineering and President of the University Graduate Student Association  
([http://ugsa.ncsu.edu/](http://ugsa.ncsu.edu/))

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>9:00-9:35 am</td>
<td>Welcome</td>
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## Responsible Conduct of Research and Scholarship
Dr. Rhonda Sutton, Director, Office of Postdoctoral Affairs, The Graduate School

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<thead>
<tr>
<th>Time</th>
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<tr>
<td>9:35-9:55 am</td>
<td>Responsible Conduct of Research and Scholarship</td>
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## What Does It Take to be a Successful Graduate Student?
Professor Bryce Lane, Alumni Distinguished Professor  
Horticultural Science

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<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>9:55-10:25 am</td>
<td>What Does It Take to be a Successful Graduate Student?</td>
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## Logistics
Dr. Rebeca Rufty, Associate Dean of the Graduate School  
Break Areas, Concurrent breakout sessions rooms

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>10:25-10:30 am</td>
<td>Logistics</td>
</tr>
</tbody>
</table>

## Break
Lobby & Hallways

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:30-10:50 am</td>
<td>Break</td>
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## General Safety
Ken Kretchman, Manager  
Health and Safety, Env. Health & Safety Center

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>10:50-11:15 am</td>
<td>General Safety</td>
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</tbody>
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## Preparing Future Leaders
Dr. Melissa Bostrom, Director  
Graduate Academic and Professional Development, The Graduate School  
Dr. Barbi Honeycutt, Director  
Graduate Teaching Programs, The Graduate School

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>11:15-11:25 am</td>
<td>Preparing Future Leaders</td>
</tr>
</tbody>
</table>

## Graduate Student Panel
Moderator: Ali Kefeli, Industrial Engineering  
Tracy Collins, Economics  
Diane Dulaney, Public Administration  
Elke Feese, Chemistry  
Alex Hummel, Mechanical Engineering  
Kemah Washington, Higher Education

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>11:25-12:00 pm</td>
<td>Graduate Student Panel</td>
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## Evaluation Forms, Lunch, & Information Fair Logistics
Ali Kefeli, President UGSA

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>12:00-12:15 pm</td>
<td>Evaluation Forms, Lunch, &amp; Information Fair Logistics</td>
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</tbody>
</table>

## Lunch – Room 2 Information Fair (perimeter Room 2)

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>12:15-1:00 pm</td>
<td>Lunch – Room 2 Information Fair (perimeter Room 2)</td>
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## Breakout sessions (agendas follow)

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>1:00-3:00 pm</td>
<td>Breakout sessions (agendas follow)</td>
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</table>
Which Breakout Session should you attend at 1 p.m.?

I’m a Research Assistant (RA) and will be working in a lab.

You MUST attend the University-required Research Orientation for Science and Engineering.
Rooms 1C & 1D

I’m a Teaching Assistant (TA).

Attend the Teaching Orientation for All TAs
Rooms 1A & 1B

I’m a student in a Social Science discipline.

Are you a Teaching Assistant (TA) in the Social Sciences?
Yes.
Attend the Research Orientation for Social Sciences
Room 7

No.

Are you a Teaching Assistant (TA) in the Social Sciences?

No.

Attend the Funding for Graduate School session
Room 8

I don’t currently have funding and would like more information.

Breakout Sessions will begin at 1:00 today.
Concurrent Breakout Session: Teaching Orientation for All Teaching Assistants
Tuesday, August 17, 2010, Location: Rooms 1A & 1B
1:00 pm – 3:00 pm

Welcome: You are an Essential Piece of NC State 1:00-1:05 pm
Dr. Barbi Honeycutt, Director of Graduate Teaching Programs,
The Graduate School

College Teaching: Getting Off to a Good Start 1:05-1:35 pm
Professor Bryce Lane, Alumni Distinguished Professor, Horticultural Science

Resources to Help You Teach at NC State 1:35-1:50 pm
Facilitator: Dr. Barbi Honeycutt, Director of Graduate Teaching Programs
- eCommunity
- Fundamentals in Teaching (FIT) workshops
- Certificate of Accomplishment in Teaching (CoAT) program
- Preparing the Professoriate Program (PTP)
- Teaching with Technology: Stacy Gant, Associate Director,
  Faculty Development & Support Services, DELTA

Quick Break – Go to your assigned breakout session 1:50-2:00 pm

Breakout Sessions: “NCSU” 2:00-3:00 pm
All breakout sessions will focus on “The First Day of Class,”
“Establishing Credibility,” and “Easy Ways to Engage Your Students”

N Location: Room 3
Facilitator(s): Beth Overman, Doctoral Student
               Roselyn Hatch, Doctoral Student

C Location: Room 4
Facilitator(s): Zachary Abernathy, Doctoral Student
               Kristen Abernathy, Doctoral Student

S Location: Room 5
Facilitator(s): Karen Bliss, Doctoral Student
               Ryan Klimstra, Masters Student

U Location: Room 6
Facilitators(s): Anushka Jagdeo, Masters Degree, graduated May 2010
               Genessa Jagdeo, Masters Degree, graduated May 2010

***Please complete the evaluation form. Thank you!***
Concurrent Breakout Session: Research Orientation for Science and Engineering
1:00 pm – 3:00 pm Rooms 1C & 1D

Introduction
Dr. Rebeca Rufty
Associate Dean, The Graduate School
1:00 pm

Proper Laboratory and Data Protocols
Dr. Allen Foegeding, Professor
Department of Food, Bioprocessing & Nutrition Sciences
1:05 pm

Laboratory Safety
Ken Kretchman
Manager, Health and Safety
Environmental Health & Safety Center
1:45 pm

Teaching Resources for RAs
Dr. Melissa Bostrom, Director
Graduate Academic and Professional Development, The Graduate School
2:45 pm

Evaluation Forms
2:50 pm

***Please complete the evaluation form. Thank you!***

Concurrent Breakout Session: Research Orientation for Social Sciences
1:00 pm – 2:45 pm Room 7

Graduate Research Experiences in the Social Sciences: Things my Mentor Needs to Tell Me
Dr. Michael D. Schulman
William Neal Reynolds Professor
Sociology and Anthropology
1:00 pm

Teaching Resources
Dr. Rhonda Sutton, Director
Office of Postdoctoral Affairs
The Graduate School
2:15 pm

Evaluation Forms
2:20 pm

***Please complete the evaluation form. Thank you!***

Concurrent Breakout Session: Funding for Graduate School
1:00 pm – 2:30 pm Room 8

How to Obtain Funding for Graduate School (option for not-funded students)
Dr. David Shafer, Assistant Dean
The Graduate School
1:00 pm

Teaching Resources
Dr. Melissa Bostrom, Director
Graduate Academic and Professional Development, The Graduate School
2:00 pm

Evaluation Forms
2:05 pm

***Please complete the evaluation form. Thank you!***
1.) UGSA
2.) Preparing Future Leaders (PFL)
3.) Graduate Student Support Plan / Fellowships
4.) Financial Aid
5.) Residency Officer
6.) Voter Registration
7.) Campus Recreation
8.) Student Media
9.) Wachovia (Bank)
10.) Library
11.) NCSU Arts
12.) Campus Police
13.) Association for the Concerns of African-American Graduate Students (ACAAGS)
14.) Office of Information Technology (OIT)
15.) Bank of America
16.) Center for Student Leadership, Ethics and Public Service (CSLEPS)
17.) Student Health
18.) Women’s Center
19.) Transportation and Parking
20.) State Employees Credit Union (Bank)
21.) Office of International Services (OIS)
PDS: Managing Your Thesis or Dissertation Research Using the Libraries
Friday, 8/20, 12-1:30 p.m.
Co-sponsored with the Libraries

FIT: Introduction to Teaching (multiple offerings)
Tuesday, 8/24, 12-2 p.m.
Wednesday, 8/25, 3-5 p.m.
Friday, 8/27, 3-5 p.m.
Tuesday, 8/31, 9-11 a.m.
Thursday, 9/2, 3-5 p.m.

PDS: Leading an Interdisciplinary Research Team: Exploring the Forbidding Natural World of the Amazon & African Wilderness for Medicinal Cures
Monday, 8/30, 12-1:30 p.m.
Co-sponsored with IMSD

RCR: Making the Most of a Mentoring Relationship
Thursday, 9/2, 12-1:30 p.m.

PDS: Dress for Success
Friday, 9/3, 12-1:30 p.m.

PDS: Business Emails that Work
Wednesday, 9/8, 12-1:30 p.m.
Co-sponsored with IMSD

RCR: Waking up to Privilege Systems: The Surprising Journey
Monday, 9/13, 12-2 p.m.
Co-sponsored with IMSD

PDS: Selling Yourself: Effective Résumés and Cover Letters
Friday, 9/17, 12-1:30 p.m.

FIT: Escaping Powerpoint: Course Material Presentation using Prezi
Friday, 9/17, 2-4 p.m.

FIT: Establishing Credibility and Authority in the Classroom
Monday, 10/11, 2-4 p.m.

PDS: Communicating Science
Monday, 9/20, 12-1:30 p.m.
Co-sponsored with The Office of Postdoctoral Affairs

PDS: What to Look for When Searching for a Postdoctoral Fellowship: A Perspective from St. Jude Children's Research Hospital
Wednesday, 9/22, 12-1:30 p.m.

FIT: Learning Styles
Wednesday, 9/22, 3-5 p.m.

Thursday, 9/23, 12-1:30 p.m.

PDS: Building Your Fan Base
Friday, 9/24, 12-1:30 p.m.

FIT: Writing Learning Outcomes
Online, 9/27 - 10/1

FIT: Advising as Teaching
Monday, 9/27, 3-5 p.m.

PDS: Demystifying the Dissertation for STEM Disciplines
Tuesday, 9/28, 12-1:30 p.m.

FIT: Classroom Management
Thursday, 9/30, 3-5 p.m.

PDS: Special Event: Enhancing Your Leadership by Understanding Your Personality Type
Friday, 10/1, 1-5 p.m.

FIT: Teaching Philosophy Peer Review (multiple offerings)
Monday, 10/4, 3-4 p.m.
Friday, 11/12, 12-1 p.m.

FIT: Current Issues in Teaching
Tuesday, 10/19, 1-3 p.m.

RCR: Responsible Authorship and Peer Review
Thursday, 10/21, 12-1:30 p.m.

PDS: Speaking Skills for Success
Monday, 10/25, 12-1:30 p.m.

PDS: Relax and Be at Your Best: Improving Performance through Professional Self Awareness and Self Care
Tuesday, 10/26, 2-5 p.m.

FIT: Evaluation and Grading
Wednesday, 10/27, 3-5 p.m.

FIT: Effective Questioning Techniques
Online, 11/1 - 11/5

PDS: Managing and Supervising Employees
Tuesday, 11/2, 1-3:30 p.m.
Co-sponsored with the Institute for Advanced Analytics

PDS: Professional Paths: Museum Careers
Wednesday, 11/3, 12-1 p.m.
Co-sponsored with The Office of Postdoctoral Affairs

FIT: Introduction to the Teaching Portfolio
Available online all year; registration not required.
Tips for Teaching on the First Day of Class
Reprinted and edited with permission from The Teaching Center, Washington University in St. Louis

Take time to plan carefully what you will do on the first day in order to give students a clear impression of the course content and your expectations. If you plan to lecture on most days, lecture on the first day; if you plan to engage students in discussions, do so on the first day. No matter what methods you use, your overall aim should be to engage your students in learning.

1. Arrive early.
Chat with students before class starts. Interacting with students in this way will make them more likely to participate in class and to ask questions. Make sure that the room is ready and set up any necessary equipment. It is also important to visit the classroom at least a week in advance to check on seating arrangements, to see how the equipment works, and, not least important, to be sure you know where the classroom is.

2. Introduce yourself.
Put your name and the course title on the board. Tell the students who you are and what you do.

3. Explain the course organization, requirements, major assignments, and policies.
Students will feel more comfortable if you are organized and prepared. Having a well-written, detailed syllabus ready to hand out on the first day is essential. Mention course pre-requisites if there are any. Talk about the workload of the course, e.g., number of exams, number and length of papers, number of books to read. Review your office hours and contact information. Take the time to explain in detail all policies, including those regarding attendance, academic integrity, grades, and requests for extensions or rescheduling of quizzes and exams. Make clear to students their responsibility to adhere to the University Policy on Academic Integrity, as well as the actions you will take if they do not. At the same time, indicate that you will answer any questions that they may have about such issues as how to attribute credit for borrowed ideas and how to distinguish between individual and collaborative work.

4. Explain your expectations for class participation.
Give students a sense of your teaching style and your expectations for their involvement. If attendance and class participation are required, make that clear to the students and let them know how you will keep track of attendance (and whether they are permitted to miss any classes without penalty), as well as whether and how you will grade participation. It is also helpful to explain to students why you value attendance and participation.

5. Create interest in the course material.
A successful first day will leave students interested in taking the course and learning the material. Present your vision, or overview, of the course. Relate the course topic to current applications or experiences. Communicate to the students your sense of why the topic should be studied and understood.

6. “Build a sense of community” and set a positive tone.
If you “build a sense of community,” students will perform better because they will feel connected to the class and to the instructor (Davis, 1993, p. 20). Try to learn your students’ names. (The class rosters for NC State are provided through MyPack Portal: http://www.ncsu.edu/registrar/access.html ) Students appreciate instructors who are fair and objective, who have an understanding attitude toward student concerns, who show passion for their course and their subject, and who display a willingness to work in a course.

Continued on back
7. **Plan to use at least one of the teaching methods you will use during the course.**
Prepare a brief lecture or a focused discussion that will demonstrate to students at least one of the teaching methods you will use. For example, if you want the students to be active learners—by participating in discussions, asking questions, or engaging in group work, you should conduct activities on that first day that encourage the students to be active—to discuss, to ask questions, or to work in groups. If you plan to use small-group discussions in the course, it is especially important that you do so on the first day. This strategy will help you prompt students to talk to each other and practice collaborative learning from the start.

8. **Provide an opportunity for students to ask questions.**
Try to answer the questions that students bring into the class. Keep in mind that some of these questions may be “unspoken,” such as “should I take this course?” and “how difficult will this course be?” In smaller courses, consider requiring each student to submit a question about the course—in class, via email, or on an online discussion board. Online discussion boards are particularly useful for this purpose because they allow the entire class to see all of the questions and your answers.

**More Links and References for Teaching on the First Day of Class:**


**Important Links to Help You Teach @ NCSU:**

To see a complete list of the programs and workshops where you can learn more about teaching:  
[go.ncsu.edu/pfl](http://go.ncsu.edu/pfl)

To access your class rosters, exam dates, university calendars, My Pack Portal, and other information for instructors:  [http://www.ncsu.edu/registrar/](http://www.ncsu.edu/registrar/)

To access online articles, tips, and other resources to help you teach:  
[http://www.ncsu.edu/grad/preparing-future-leaders/teaching-programs/teaching-resources.html](http://www.ncsu.edu/grad/preparing-future-leaders/teaching-programs/teaching-resources.html)

To learn more about teaching with technology, developing a course web site, and using other resources for online instruction:  [http://delta.ncsu.edu/](http://delta.ncsu.edu/)
Orientation for New TAs

You’re an **Essential Piece** of NC State’s Success

Dr. Barbi Honeycutt, Director of Graduate Teaching Programs
The Graduate School, NC State University
Our Agenda

• Getting Off to a Good Start

• Resources for You

• Breakout Session:
  • The First Day of Class
  • Establishing Credibility
  • Easy Ways to Engage Your Students
Introducing...

Professor Bryce Lane
Alumni Distinguished Professor

College Teaching: Getting Off to a Good Start
Teaching at NC State: 5 Resources for You

GO.NCSU.EDU/PFL
I'm just a few years older than my students...will they take me seriously?

What am I supposed to do on the first day?

I'm nervous!
Any advice?

How do I get my students to pay attention and participate in class?

I'm teaching a large class...how am I going to manage all of those students?

How do I balance my teaching responsibilities with everything else?

I'm not a professor...what are my students supposed to call me?

I'm thinking about being a professor or college teacher one day...how can I learn more?

How do I learn students’ names?

I'm a grader...what do I need to know about teaching?

What if I don’t know the answer when a student asks a question?
Fundamentals in Teaching (FIT)

- Designed for ALL graduate students
- Teaching experience is not required
- Take as many workshops as you want
- In-person, online, hybrid formats
- Up to 3 FIT workshops transfer into CoAT

Preparing the Professoriate (PTP)

Certificate of Accomplishment in Teaching (CoAT)

Fundamentals in Teaching (FIT)
CoAT
CERTIFICATE OF
ACCOMPLISHMENT IN TEACHING

• Designed for graduate students who teach
• Receive a transcript notation
• Receive official letter of recommendation
• Earn a teaching certificate
• Compile a teaching portfolio

Preparing the Professoriate (PTP)
Certificate of Accomplishment in Teaching (CoAT)
Fundamentals in Teaching (FIT)
Preventing the Professoriate (PTP)

- Designed for advanced graduate students
- Receive a transcript notation
- Participate in a formal mentoring experience
- Compile a teaching portfolio
Go to your breakout session...

Session N
Room 3

Session C
Room 4

Session S
Room 5

Session U
Room 6
August 2010

Dear Graduate Students,

On behalf of the Office for Equal Opportunity (OEO), I would like to welcome you to NC State University!

OEO is a resource at NC State working to ensure that the University is a discrimination- and harassment-free environment. As part of NC State's effort to inform each member of our community of his or her rights and responsibilities in this area, NC State requires training on harassment prevention (REG 04.25.6).

To understand your rights and gain valuable information as to your resources at NC State, OEO suggests that you take advantage of our online training module. You can find the training module online: http://www.ncsu.edu/project/oeo-training/harassment/.

If you have any questions regarding equal opportunity, harassment prevention, or the training program, please feel free to contact me (amy_circosta@ncsu.edu, or 513-1234).

Best wishes for a rewarding experience at NC State!

Sincerely,

Amy Circosta
Assistant Vice Provost
Title IX
of the Education Amendments of 1972

Protecting YOU from
sex discrimination in

➡️ Academics
➡️ Athletics
➡️ Employment

Need Help?
Title IX Coordinator: Vice Provost Joanne Woodard
Office for Equal Opportunity
233 Winslow Hall, NCSU Campus, Box 7530
Raleigh, NC 27695
www.ncsu.edu/equal_op
Phone: 919-515-3148
Title IX of the Education Amendments of 1972

Title IX requires that all educational institutions that receive federal funds or financial assistance must prohibit sex discrimination in their education programs and activities. These provisions apply to all programs and activities, including recruitment, student admissions, financial assistance, housing, access to academic offerings, and athletics. The Office for Equal Opportunity is responsible for implementing and monitoring NC State University’s Title IX compliance. The Vice Provost for Equal Opportunity and Equity is the University’s designated Title IX Coordinator.

NC State University is obligated to:

- Provide assurances that all education programs and activities are in compliance with Title IX
- Designate a Title IX Coordinator to oversee compliance efforts
- Establish procedures to resolve student and employee Title IX complaints
- Provide notification to students and employees that sex discrimination is prohibited within its programs and activities
- Ensure that all administrators, managers, deans and department heads familiarize themselves with, and implement, Title IX provisions
RESPONSIBLE CONDUCT OF RESEARCH AND SCHOLARLY INTEGRITY: RESOURCES

PEOPLE

Dr. Rebecca Rufty
Associate Dean
The Graduate School
E-mail: becky_rufty@ncsu.edu
Phone: (919) 515-1989
Web: http://www.ncsu.edu/grad/about-grad/rufty.html

Matt Ronning
Associate Vice Chancellor
Research Administration
E-mail: matt_ronning@ncsu.edu
Phone: (919) 513-2148
Web: http://www.ncsu.edu/sparcs/

UNIVERSITY SEMINARS AND COURSES

RCR Seminars and Workshops:
http://www.ncsu.edu/grad/preparing-future-leaders/rcr/trainees.html
***Note: Participants need to register for these face-to-face workshops at: http://go.ncsu.edu/pflevents
These programs are designed to support and develop the research skills of graduate students. The seminars cover a range of topics pertaining directly to the responsible conduct of research and scholarly integrity, and are free. Program topics for Fall 2010 will focus on mentoring as well as authorship and peer review.

RCR 101: Foundations in the Responsible Conduct of Research: (online course in Moodle)
***Note: To register for this course, contact the RCR Administrator at rcr_administrator@ncsu.edu
RCR 101 is an online course developed by The Graduate School which provides graduate students and others within the campus community with instruction in the core principles of RCR common to all disciplines, such as data management, responsible authorship and peer review, and proper research conduct. This course will provide training in RCR in compliance with mandates from federal funding agencies such as NSF and NIH.

Responsible Conduct of Research Modules:
http://www.ncsu.edu/grad/preparing-future-leaders/rcr/modules/index.php
These modules are like travel guides: they provide information and context about the circumstances and choices one can make as one journeys through a research career. Each module addresses a particular topic in research ethics. These modules lay out options and may offer recommendations, but the final decision is always up to the scholars and researchers involved in the particular situation.

OpenSeminar in Research Ethics:
http://www.openseminar.org/rcr/
Contains an extensive database of research ethics resources, both print and online. The online resources include case studies, Research Ethics Centers, readings, online tutorials and other resources on research ethics topics and can be accessed directly from the online community.

UNIVERSITY POLICIES

Research and Sponsored Activities Policies Main Page: http://www.ncsu.edu/policies/sitemap.php#research
Research Policy POL 10.00.2: http://www.ncsu.edu/policies/research/POL10.00.2.php

ADDITIONAL RESOURCES

Office of Research Integrity: http://ori.dhhs.gov/
CGS Project for Scholarly Integrity: http://www.scholarlyintegrity.org/
On Being a Scientist: Responsible Conduct in Research: http://www.nap.edu/openbook.php?record_id=4917