

Students' Rights & Responsibilities

Reference	Guidelines for Faculty
<p>Braxton, J. M., Proper, E., & Bayer, A. E. (2011). <i>Professors Behaving Badly: Faculty Misconduct in Graduate Education</i>. Baltimore, MD: Johns Hopkins University Press.</p>	<p>In their book, <i>Professors Behaving Badly: Faculty Misconduct in Graduate Education</i>, Braxton, Proper, and Bayer used the College Teaching Behaviors Inventory (CTBI) to empirically derive norms for graduate faculty teaching and mentoring. Norms were developed from the survey results of 793 faculty respondents in history, biology, chemistry, and psychology.</p> <p>The identified norms were divided into inviolable and admonitory norms based the level of disapproval the violation of these norms produced. The inviolable norms, behaviors faculty members believed warranted severe sanctions, are:</p> <ul style="list-style-type: none"> • <u><i>Disrespect toward Student Efforts</i></u>: Disrespect of student efforts in the classroom, graded assignments, thesis or dissertation work, and the research apprenticeship. • <u><i>Misappropriation of Student Work</i></u>: The failure to give appropriate credit to graduate students for their scholarly efforts. • <u><i>Harassment of Students</i></u>: The harassment of students within and outside of the classroom. • <u><i>Whistle-Blowing Suppression</i></u>: Failure to report of known incidents of scientific misconduct. • <u><i>Directed Research Malfeasance</i></u>: Instructing graduate research assistants to engage in scientific misconduct. <p>The admonitory norms, those that academics believe should be avoided but not severely sanctioned, are:</p> <ul style="list-style-type: none"> • <u><i>Neglectful Teaching</i></u>: Demonstrating a lack of commitment and effort in the role of graduate level of teaching. • <u><i>Inadequate Advising/Mentoring</i></u>: Failure to adequately counsel or mentor graduate student advisees. • <u><i>Degradation of Faculty Colleagues</i></u>: Engaging in efforts to demean or belittle colleagues to other faculty members or to graduate students. • <u><i>Negligent Thesis/Dissertation Advising</i></u>: Neglecting faculty responsibilities in supervising the thesis or dissertation work of graduate student advisees. • <u><i>Insufficient Course Structure</i></u>: Failure to provide sufficient structure to the graduate-level courses.

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	<ul style="list-style-type: none"> • <u>Pedagogical Narrowness</u>: Choosing a limited pedagogical approach in graduate courses. • <u>Student Assignment Misallocation</u>: Placing graduate students in awkward positions or misuse their time and efforts. • <u>Graduate Program Disregard</u>: Demonstrating a lack of concern for the welfare of the graduate program.
<p>Johnson, J. (2010, March 22). Graduate students juggle parenthood with academic politics. <i>The Washington Post</i>. Retrieved from http://www.washingtonpost.com/wp-dyn/content/article/2010/03/21/AR2010032102620.html?hpid=newswell&sub=AR</p>	<p>Johnson (2010) discusses the issue of granting maternity leave to graduate students. A student from Maryland University returned to her graduate student work 7 days after having a C-section. The article raises the point that students who do not return to work after childbirth run the risk of losing student status, which could have implications on their student visas, stipends, health insurance coverage, and student loan period. The author states that research institutions are beginning to enact maternity leave policies that allow students to take leave with pay and without penalty following childbirth. Some of the institutions cited include MIT, Stanford, and Princeton. One motivation for these policies is to attract women to male-dominated fields of study. The article highlights the Stanford University graduate student handbook policy of maternity leave in which it is acknowledged that women are often pursuing graduate degrees during the years that are optimal for childbearing.</p>
<p>Johnson, W. B. (2002). The intentional mentor: strategies and guidelines for the practice of mentoring. <i>Professional Psychology: Research and Practice</i>, 33(1), 88-96.</p>	<p>Johnson (2002) describes the characteristics of effective mentoring relationships between psychology graduate students and faculty members. Johnson suggests that the first step to developing an effective mentoring relationship is to meet with students to clarify expectations before committing to a mentorship. Discussion topics should include:</p> <ol style="list-style-type: none"> 1) Anticipated duration of mentorship 2) Policy on confidentiality in mentorships 3) Frequency of contact 4) Cross-gender concerns 5) Appropriate contexts for interaction 6) Agreement to maintain good professional boundaries