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EXPECTATIONS FOR GRADUATE EDUCATION

- 1: AFFIRMING GRADUATE COMMUNITY BUILDS UPON A FOUNDATION OF "EXPECTATIONS OF GRADUATE STUDY"
- 2: DEGREE PROGRESS, RESEARCH AND ETHICS, TEACHING AND TRAINING, PROFESSIONAL DEVELOPMENT, ASSISTANTSHIP AND FINANCIAL SUPPORT AND COMMUNITY ARE SHARED RESPONSIBILITIES ACROSS GRADUATE SCHOOL, DEPARTMENTS, FACULTY, AND STUDENTS.
- 3: PROGRESS TOWARD DEGREE REQUIRES FACULTY AND GRADUATE STUDENT TO DEVELOP A PLAN WITH A REASONABLE TIMEFRAME (4-5 YEARS FOR FULL TIME PHD) TO REACH MILESTONES FOR DEGREE COMPLETION.
- 4: COMMUNICATION IS IMPORTANT ESPECIALLY BETWEEN GRADUATE STUDENT AND ADVISOR. MEET REGULARLY, COMMUNICATE OFTEN, SET MILESTONES, PROVIDE TIMELY AND MEANINGFUL FEEDBACK.
- 5: ETHICS AND SCHOLARLY ENGAGEMENT SHOULD BE DISCUSSED BY FACULTY AND GRADUATE STUDENTS. RESEARCH, TEACHING/LEARNING. ADVISING, AUTHORSHIP, DATA MANAGEMENT AND MORE. DISCUSS EARLY AND OFTEN.
- 6: GRADUATE SCHOOL CAN BE STRESSFUL SO GRADUATE SCHOOLS NEED TO ENSURE THAT POLICIES AND GUIDELINES ARE CLEAR AND EASILY ACCESSIBLE TO GRADUATE STUDENTS AND FACULTY NOT TO ADD STRESS.
- 7: WE MUST REMEMBER THAT GRADUATE STUDENTS ARE STUDENTS FIRST WITH EDUCATION AS A PRIORITY. A 20 HOUR WEEK ASSISTANTSHIP IS IMPT BUT KEPT IN BALANCE.
- 8: HAVE FUN DURING GRADUATE STUDY--NOT JUST WORK. ENJOY THE JOURNEY TO DEGREE.
- 9: FACULTY SHOULD MODEL HIGH ETHICAL STANDARD AND PROFESSIONAL BEHAVIOR IN RESEARCH, TEACHING, AND MENTORING GRADUATE STUDENTS. STUDENTS LEARN FROM US.
- 10: LONG HOURS SHOULD NOT BE WORN AS A BADGE OF HONOR. GRADUATE STUDENTS AND FACULTY DESERVE TIME AWAY FROM WORK.
- 11: GRADUATE STUDENTS WILL SEEK JOBS WITHIN AND OUTSIDE OF ACADEMIA. FACULTY AND GRADUATE SCHOOLS SHOULD PROVIDE PROFESSIONAL DEVELOPMENT PROGRAMS FOR MULTIPLE CAREERS AND VALUE THEM EQUALLY.
- 12: ANNUAL PROGRESS REVIEWS ARE IMPORTANT FOR GRAD STUDENTS (AND FACULTY). FACULTY ADVISORS SHOULD PROVIDE MEANINGFUL FEEDBACK AND ENCOURAGEMENT FOR TIMELY DEGREE COMPLETION.
- 13: DEPARTMENTS AND GRADUATE SCHOOLS HAVE RESPONSIBILITY FOR PROVIDING TRAINING FOR GTAS, GRAS INCLUDING PEDAGOGY, SAFETY, EHTICS, AND MORE. PROVIDE QUALITY FEEDBACK ALSO.
- 14: AUTHORSHIP SHOULD BE DISCUSSED BETWEEN FACULTY AND GRADUATE STUDENT EARLY AND DETERMINED ACCORDING TO PUBLISHING GUIDELINES. PRIMARY AUTHORSHIP TO INDIVIDUAL WITH PRIMARY RESPECT FOR RESEARCH.
- 15: ACCORDING TO GRADUATE SCHOOL POLICY, FACULTY AND DEPARTMENTS NEED TO RESPECT AND MONITOR GRADUATE ASSISTANTS WORK 20 HOURS/WEEK MAX PLUS CLASSES AND RESEARCH.
- 16: DEPARTMENTS AND GRADUATE SCHOOLS SHOULD PROVIDE PROGRAMS FOR MENTAL WELLNESS AND FOOD SECURITY OF GRADUATE STUDENTS. IT'S HARD TO BE SUCCESSFUL WITHOUT SUPPORT.
- 17: FACULTY, DEPARTMENTS ANDGRADUATE SCHOOL SHOULD USE HOLISTIC ADMISSIONS PROCESSES TO ENSURE THAT GRADUATE APPLICANTS ARE "MORE THAN JUST A SCORE." RECRUIT TALENT AND PREPARE FOR SUCCESS.
- 18: GRADUATE EDUCATION SHOULD BE ARTICULATED, SHARED WITH AND FOLLOWED BY GRADUATE STUDENTS, FACULTY, DEPARTMENTS, AND GRADUATE SCHOOLS. IT HELPS FOSTER AFFIRMING, INCLUSIVE COMMUNITY.