

GRADUATE ASSISTANT ORIENTATION PACKET



DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY
WESTERN ILLINOIS UNIVERSITY
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2020-2021

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INTRODUCTION

Graduate Assistantships at Western Illinois University and the Department of Sociology and Anthropology are *merit-based*, which means that *students earn* their appointments based on academic performance rather than financial need. As such, these assistantships are considered to be highly desirable since they assist in defraying costs (i.e., tuition) associated with graduate study as well as providing a source of financial support (i.e., a set monthly stipend for performance of duties). Since you have been awarded an Assistantship, you are required to meet high academic standards in order to be considered for additional funding contingent upon availability of funds.

We have assembled this Packet to provide general information that ALL Assistants are required to know and adhere. In short, ***we expect each Assistant to be professional and give due respect when dealing with all members of the Department including faculty, staff, and students.*** If you are unable to fulfill the requirements of your assignment, your Assistantship may be withdrawn after a careful review by the Graduate Committee.

Congratulations! We look forward to working with you throughout your appointment.

Best wishes for success,

The Graduate Committee

-Please retain a copy of this document for future reference.-

-All provisions are subject to change without prior notice.-

GRADUATE ASSISTANTS' RESPONSIBILITIES

DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY

1. FUNDAMENTAL EXPECTATIONS

- **YOU ARE REQUIRED TO CONDUCT YOURSELF IN A PROFESSIONAL MANNER CONSISTENT WITH UNIVERSITY AND DEPARTMENTAL STANDARDS AT ALL TIME. YOUR BEHAVIOUR IS A REFELCTION OF THE DEPARTMENT.**
 - Graduate Assistants typically perform some or all of the following duties: proctor and grade exams, tutor students, maintaining attendance records, leading discussion/review sessions, running errands, completing library research, as well as other general assistance related to teaching and research. (See current Graduate Studies guidelines: http://www.wiu.edu/graduate_studies/prospective_students/gainfo.php).
 - Many of the activities you will engage in are governed in some way by the Family Educational Rights Privacy Act (FERPA) which guarantees students complete confidentiality and privacy regarding their grades. Accordingly, you are required to maintain complete confidentiality regarding student grades, discussing them only with the course instructor.
 - Graduate Assistants will receive assignments prior to the first week of each semester. You are required to begin working during the first week of the semester, but you are not expected to work during University holidays or during finals week unless you are making up for missed hours during the rest of the semester.
 - Graduate assistants may be assigned to two or three faculty members for a period of 3-6 hours each. In the event that one faculty member does not utilize his or her 'time allotment' in a given week, graduate assistants should use that time (up to their full 13 or 20 hours) to assist other assigned faculty members or to complete "intermittent" tasks (see below).
 - In addition to being assigned to at least one faculty member, you are expected to complete tasks for other faculty members in the department on an intermittent basis. In addition, faculty members may need periodic assistance with proctoring exams, running errands, etc. Faculty members may also call or stop by the graduate office to request assistance during grad office hours.
 - During the 12th and 13th weeks of each semester, all departmental graduate assistants will assist in the administration of course evaluations for the department.
 - Periodic mandatory graduate assistant meetings will be scheduled during the semester. Graduate assistants **MUST** attend all meetings.

2. CONTACTING ASSIGNED FACULTY

- You are required to contact your assigned faculty member(s) within the first three days of the semester to discuss general requirements and to establish weekly meetings. This is **MANDATORY**.
- You are **REQUIRED** to meet with each assigned faculty member at least once each week to receive new assignments, turn in work, consult, etc. Your faculty members may want to meet more than once per week.

- It is your job to follow up with faculty members and to see if they need your assistance. It is NOT the faculty member's responsibility to track you down when they need work completed.
- DO NOT RELY on email as a way to stay in touch with your assigned faculty member(s) unless otherwise instructed to do so by that faculty member. ***Take the initiative in maintaining on-going communication with your assigned faculty member(s).***

3. OFFICE HOURS

- Each graduate assistant is assigned to 2-6 office hours per week, based on their other faculty assignments. Both faculty and students rely on this office being staffed M-F 10:00am-2:00pm. Hence, you are REQUIRED TO HOLD OFFICE HOURS.
- The primary purpose of your office hours is to tutor undergraduate students enrolled in sociology and anthropology courses. In addition, this time should be used for test preparation, paper writing, etc. and for assisting faculty on an intermittent basis (running short errands, proctoring makeup exams, etc.). You may also be required to occasionally show a film or proctor an exam during your office hours for faculty, who are not assigned a regular GA or who need additional assistance. Do comply with the request for assistance.
- Graduate assistants may use this time to work on their own coursework IF no students or faculty need assistance. You may also work on regular work as required by assigned faculty members as long as it can be done IN THE GRADUATE STUDENT OFFICE.
- Do not use your office hour time to do library research (unless you do so online from the grad office), run lengthy errands, etc. for assigned faculty members. These duties should be taken care of outside of your regular office hours so that you are IN THE GRADUATE ASSISTANT OFFICE IF YOU ARE NEEDED ON SHORT NOTICE.
- In general, if you are ill or unable to make your office hours for any reason, please contact Ms. Connie Kreps, Department secretary (298-1056) AND Dr. Patrick McGinty (309-298-1381, PJ-McGinty@wiu.edu) immediately. You are expected and required to “make up” missed hours and should notify Dr. McGinty about these arrangements.
- The Graduate Office is a professional area. Please refrain from boisterous conversation, sleeping, criticizing other students or faculty, etc. If you have any questions, please feel free to ask.

4. ADDITIONAL EMPLOYMENT

- Periodically, Graduate Assistants hold multiple jobs. This is counter to the University's policy, which prohibits graduate assistants from holding second jobs without approval.
- You should remember that your GA position MUST receive priority if you hold secondary employment. *Failure to complete assigned duties because of additional employment is grounds for dismissal.*
- A failure to grade exams in a timely manner because of other work requirements or the inability to proctor an exam for a faculty member during a time when you previously stated you were available because of a “shift change” are both examples of secondary employment interfering with your GA duties and can lead to disciplinary action up to and including dismissal of your GA contract *at any point during the period of contract.*

- The bottom line is this: if you have outside employment, you are **REQUIRED** to disclose this to the Graduate Committee Chair, who may then advise you of potential outcomes.
- **Most importantly, regarding the expectations of graduate assistants, relationships to assigned faculty, the holding of office hours, and the consideration of outside employment simply remain conscientious of your unique position in the Department and act the part of the professional in the performance of job-related duties.**

5. GRADUATE COMMITTEE CHAIR

- The Graduate Committee Chairperson acts as your immediate supervisor. Faculty members typically bring concerns to the Graduate Chair in addition to discussing them with the progress and contribution of the graduate student. These discussions are taken with the utmost seriousness and have an effect on the resolution of GA-related issues.
- Students should contact the graduate chair if they:
 - Are being repeatedly required to work more than their maximum hours. The rule of thumb is to know your contracted hours.
 - Are having difficulty completing tasks.
 - Are having conflicts with assigned faculty member(s).
 - Are unable to work on a scheduled date (for office hours or faculty assistance).
 - Have any questions or concerns about their assistantship responsibilities.

6. PERFORMANCE EVALUATION

- Each Graduate Assistant will meet with the Graduate Committee Chair during the final two weeks of the semester to review their performance. Your evaluation will be based on comments compiled from assigned faculty members as well as a general assessment from the Graduate Committee Chair.

7. APPOINTMENTS AND REAPPOINTMENTS

- All appointments and reappointments are contingent upon University and Departmental funding and satisfactory performance as determined through the Performance Evaluation Review. Appointments may be terminated at any point during the course of the semester based on unsatisfactory performance or dereliction of duties.
- Professionalism is required for continued consideration of Graduate Assistantships.

THIS DOCUMENT IS SUBJECT TO PERIODIC REVIEW AND CHANGE.

WESTERN ILLINOIS UNIVERSITY SCHOOL OF GRADUATE STUDIES ASSISTANTSHIP PERSONNEL EVALUATION

The purpose of this evaluation is to assess the student's performance and thereby assist him/her in developing and improving his/her skills, and ensure a standard of acceptable employee performance. It is suggested to evaluate the student's performance at the mid-point and end of the contract period.

GA name: WIU ID No: Work department: <div style="text-align: center;">Category</div> <input type="checkbox"/> Graduate <input type="checkbox"/> Teaching <input type="checkbox"/> Research <input type="checkbox"/> Other(describe): _____ <input type="checkbox"/> Teaching Support Assistant _____	Job description:
--	--------------------------------------

Category	Rating (4=High)					Comments
How well does this graduate student fulfill the duties assigned?	1	2	3	4	NA	
How well does this graduate student work with others?	1	2	3	4	NA	
Maintain a professional work attitude?	1	2	3	4	NA	
Dependable, punctual, and in attendance when required?	1	2	3	4	NA	
To what degree does this graduate student possess the research skills for this position?	1	2	3	4	NA	
To what degree does this graduate student exercise good judgment in decision-making?	1	2	3	4	NA	
To what extent does this graduate student produce work that meets high standards of quality?	1	2	3	4	NA	
Other:	1	2	3	4	NA	
Overall evaluation	1	2	3	4	NA	

Specific strengths demonstrated by this graduate student:

Suggestions for improvement:

Should the student be retained in a graduate assistantship next year? Yes No

Do you wish to retain this student as a graduate assistant in your program? (If yes, complete GA/TA Contract request.)
 Yes No

General comments:

Please attach any additional documentation or information you feel appropriate. This evaluation should be retained in the hiring department.

Supervisor signature: _____ Date: _____

I certify that this evaluation has been discussed with me. I understand that my signature does not necessarily indicate agreement or disagreement.

Student signature: _____ Date: _____

Western Illinois University School of Graduate Studies
1 University Circle, Macomb, IL 61455-1390, Phone (309)298-1806; Fax (309)298-2345
Email: Grad-Office@wiu.edu

**WESTERN ILLINOIS UNIVERSITY SCHOOL OF GRADUATE STUDIES
ASSISTANTSHIP PERSONNEL INCIDENT REPORT**

The purpose of this report is to record inappropriate behavior/performance incidences as they occur during the assistantship contract period and to foster communication about the incident between the hiring department and the graduate/research/teaching/teaching support assistant. The report may be used by the hiring department when preparing performance evaluations.

Assistant's Name:

WIU ID No.:

Work Department:

Assistantship Classification: Graduate Teaching Teaching Support Research Intern

Description of Incident (Include date/time/location):

Other Individuals Involved in Incident:

Recommendations for Improvement:

Employee Response (Optional; May be continued on separate page):

Additional Comments (Optional):

Please attach any additional documentation or information you feel appropriate. This report should be retained in the hiring department.

Supervisor signature: _____ Date: _____

I certify that this evaluation has been discussed with me. I understand that my signature does not necessarily indicate agreement or disagreement.

Student signature: _____ Date: _____

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DEFINITIONS OF SOME INAPPROPRIATE BEHAVIORS

- **Failure to perform competently.** Incompetent performance results if a supervisor communicates reasonable performance standards to an employee and after a specific period of time the employee does not improve.
- **Willful misconduct including violation of University policies or State of Illinois laws that affect the ability to perform a job.** Willful misconduct is not limited to violations of written or stated University policies or administrative regulations. It also includes violations of generally accepted standards. For example, the hiring department may terminate an employee for theft of property without promulgating a rule prohibiting theft.
- **Insubordination (willful failure to perform job duties).** Insubordination results if a supervisor communicates reasonable duties to an employee and the employee willfully fails to perform.
- **Threatening or committing acts of intimidation or violence.** Violence, threats, harassment, intimidation, and other disruptive behavior will not be tolerated. Such behavior includes, but is not limited to, oral or written statements, gestures, or expressions that communicate a direct or indirect threat of physical harm.
- **Inappropriate Conduct.** Examples of inappropriate conduct include, but are not limited to:
 - Job abandonment
 - Discourtesy toward co-workers or the public
 - Sleeping on the job
 - Chronic or repeated absenteeism or absence without a legitimate excuse and/or failure to follow proper notification procedures

GRADUATE ASSISTANT PERSONNEL TIME REPORTING SCREENS

In order to comply with the State Officials and Employees Ethics Act, the University has implemented screens to allow graduate/teaching/research assistants to electronically record their hours worked. This is a time reporting mechanism and is not directly connected to the monthly stipend payment. These online screens are available to assistants via STARS, and supervisors have access through WIUP.

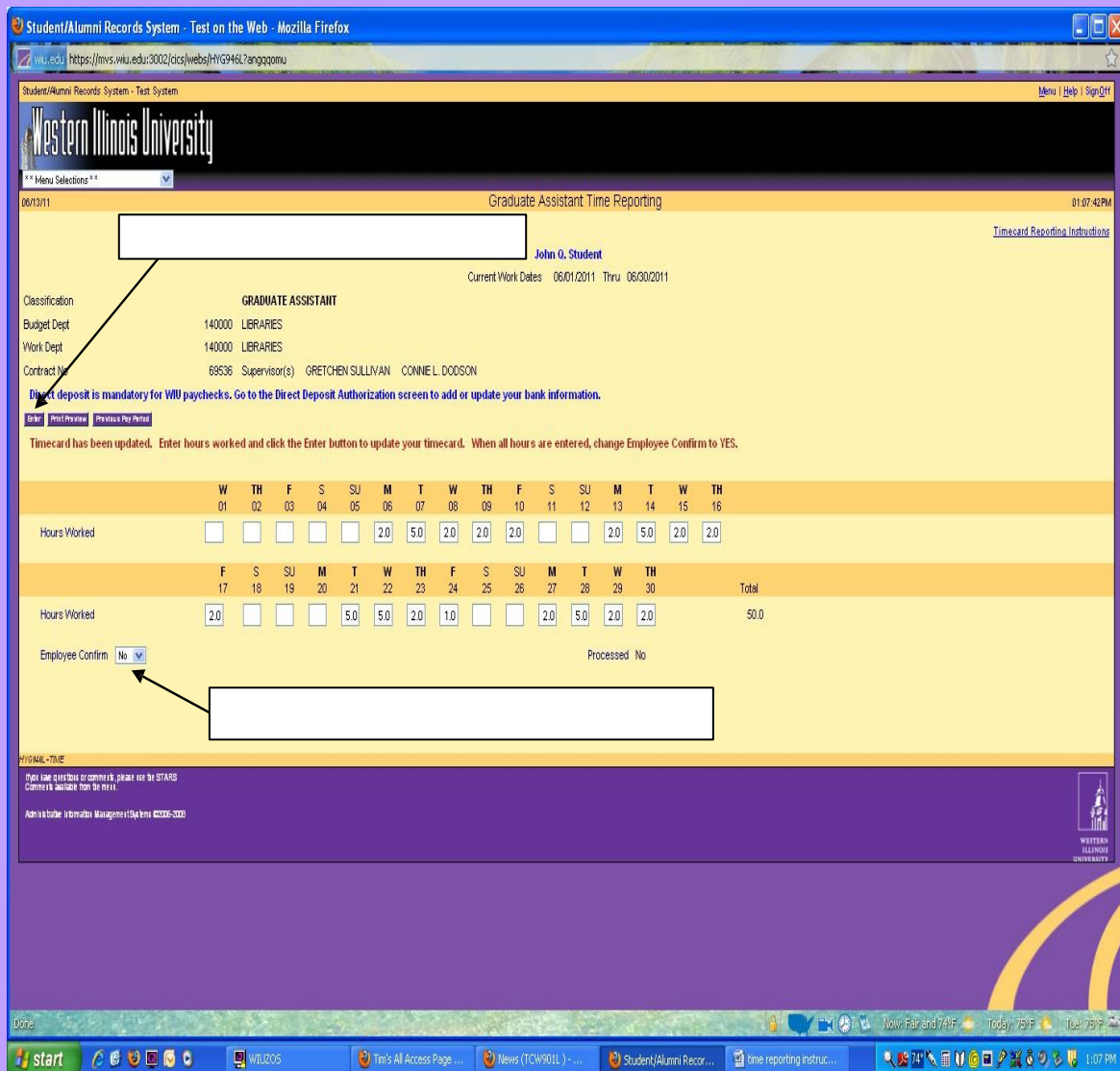
Effective August 2011, graduate assistant personnel will begin recording their hours worked to the nearest tenth of an hour (.1 = 6 minutes). For example, if a graduate assistant works 3 ½ hours, the time should be entered as 3.5 on the screen. Graduate assistants may refer to their assistantship contracts to determine the required number of work hours per week (this information is viewable via STARS, select EMPLOYEE INQUIRY at MENU SELECTIONS and then click CURRENT CONTRACTUAL INFORMATION). **Note: Most full-time assistantship positions require up to 20 hours of work per week and 2/3-time positions require 13 hours of work per week.**

It is recommended that assistants input their time worked on a weekly basis, however, the final submission of the time report is done at the end of the month. Once assistants submit the time report, either the supervisor or alternate supervisor (if assigned) must confirm. Email reminders will be sent to assistants and supervisors on the last day of the month with subsequent email reminders sent until the time report has been confirmed and approved. Specific instructions are included below.

Instructions for Graduate/Teaching/Research Assistants

To access the time reporting screen, go to <http://mvs.wiu.edu/stars.html#> and launch STARS. Input your WIU ID # and password to log-in. From the MENU SELECTIONS drop-down box, select EMPLOYEE TIME REPORTING.

The contract information should appear and the assistant must insert the appropriate number of hours worked (to the nearest tenth) on each day throughout the month. You may leave a box blank if no hours were worked on that day. This screen may be updated throughout the month to better track the number of hours worked each week. Simply hit the ENTER button to save the information you input. **NOTE: You should only change NO to YES in the Employee Confirm drop-box at the end of the month when you have included all of your hours worked for that month.**



Once all hours worked for the given month have been recorded, students must select YES from the EMPLOYEE CONFIRM drop-down box to confirm their monthly time report. Once the assistant confirms the time report, the supervisor(s) will be able to finalize the process by approving the report. The supervisor is not able to change any hours on the screen. If a change in the hours is needed, the assistant must select NO from the EMPLOYEE CONFIRM drop-down box and then make any changes necessary. Once all changes have been made, the assistant must click on YES from the EMPLOYEE CONFIRM drop-down box to reconfirm the report. If changes are made after initial confirmation by the student and approval by the supervisor, it is necessary for the supervisor to approve again.

A reminder email will be sent to the employee and the employee's supervisor on the last day of the month if the screen has not already been confirmed. Further reminder messages will be sent daily until the time report is confirmed and approved by both the assistant and the supervisor.

Contact Information

Any questions regarding the use of this system may be directed to the Graduate School at (309) 298-1806 or Grad-Office@wiu.edu.

Problems with passwords should be directed to the uTech Help Desk at (309) 298-2704. Supervisors needing permission to approve an employee using WIUP CONF screen should contact Lisa Hinman in the Business Office at (309) 298-1811.

Assistants who need STARS sign-on assistance may contact (309) 298-STAR (7827) or visit <http://mvs.wiu.edu/stars.html> for information.

EVALUATION CRITERIA GUIDELINES
AWARDING OF GRADUATE ASSISTANTSHIPS

Department of Sociology and Anthropology
Western Illinois University
(Internal Criteria)

Graduate assistantships are awarded on strong, merit-based, academic performance. All awards are based on an open, competitive process. All files must be complete and submitted by the specified deadline. Incomplete applications and those not submitted by the posted deadline will not be reviewed. *All submitted materials will be reviewed by the Graduate Committee.*

To be considered for a Graduate Assistantship, *students should:*

01. Have unconditional admittance in the Graduate Program in Sociology.
02. File an application for a Graduate Assistantship with Graduate Studies.
03. Have a minimum Undergraduate GPA of 3.30.
04. Have a minimum Graduate GPA of 3.50 for continuing or returning students.
05. Have a TOEFL score of at least 100-110/120 for International Students if required.
06. Submit a current personal narrative statement fully addressing why you think you should be considered for an Assistantship based on your academic achievement and/or potential (2-3 pages). You must also address the skills-set(s) that you bring to the position.
07. Submit three letters of recommendation addressing the your abilities including academic and personal maturity, relevant skill-set(s), responsibility, attitude, and potential as a professional.
08. Have received PASSING results on *both parts* of the Comprehensive Examinations for continuing students.
09. Not have more than one (1) Incompletes. If a student has an Incomplete, an explanation must be provided as well as a projected completion date. It is recognized that those completing a thesis may have an Incomplete (for 600 or 601) and will be considered.
10. Previous GA evaluations will also be required.

Assistantships are awarded yearly. Students MUST reapply and resubmit all required supporting materials following posted guidelines.

All Assistantships are subject to funding availability.

TOEFL® Score Scales

Skill	Score Range	Level
Reading	0–30	High (22–30) Intermediate (15–21) Low (0–14)
Listening	0–30	High (22–30) Intermediate (15–21) Low (0–14)
Speaking	0–30 score scale	Good (26–30) Fair (18–25) Limited (10–17) Weak (0–9)
Writing	0–30 score scale	Good (24–30) Fair (17–23) Limited (1–16)
Total Score	0–120	

The **Reading** and **Listening** sections are scored by computer with a score range from 0 to 30. The Reading section has 36–56 tasks based on reading passages from academic texts and answering questions. The Listening section has 34–51 tasks based on listening to lectures, classroom discussions and conversations, then answering questions.

<http://www.ets.org/toefl/ibt/scores/understand>

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act (FERPA) is a Federal law designed to protect the privacy of education records. The Act grants students the right to:

- Inspect and review their education records
- Request a correction to those education records
- Control the disclosure of certain aspects of their education records
- File a complaint with the U.S. Department of Education

What is an education Record?

As defined by FERPA, an education record is information about a student that is maintained by the University as part of the educational process. Education records include files, documents, and materials in any medium such as, emails, computer files, computer screens, printouts, tapes, disks, film, and microfilm/microfiche. Education records do NOT include private notes of instructors or staff members (sole possession records), campus police records, medical records, or aggregate (statistical) data that contains no personally identifiable information about any students.

What is Directory Information?

Under the terms of FERPA, the University is permitted to disclose “Directory Information” without the student’s consent. Western Illinois University has established the following as Directory Information:

- The student’s name
- School and home addresses
- WIU email address
- Telephone number
- Major field of study
- Dates of attendance
- Full- or part-time status
- Classification
- Degrees, honors, and awards received (including Dean’s List) and date granted
- Anticipated graduation date
- Most recent previous educational agency or institution attended
- Participation in officially recognized activities and sports
- For members of athletic teams, weight and height

Information **not** included in the list above is considered confidential and **may not be released to anyone**, including parents of the student, without written consent from the student. University staff may only have access to this information if they have a legitimate need to use it in the fulfillment of their professional responsibilities.

FERPA permits students to inform WIU that Directory Information is not to be released.

A student may restrict the release of Directory Information by submitting the Exclusion of

Directory Information Form to the Office of the Registrar. A copy of this form can be printed from the Registrar's website at www.wiu.edu/Registrar/forms.

If the student restricts the release of Directory Information, a privacy warning message will display on the University's student information system, and class rosters that are emailed to faculty will have the word "INVOKED" under the "PRIVACY" heading.

No information can be released on that student without written consent of that student. The University will respond to inquiries regarding students who have requested exclusion of Directory Information as follows:

**"We have no information to release on that individual.
Please contact the person directly."**

To whom and under what conditions can the University disclose non-directory, personally identifiable information without the written consent of the student?

- School officials with legitimate educational interests (i.e., need to know to fulfill their professional responsibilities)
- A person or company with whom the University has officially contracted
- A person serving on the Board of Trustees
- Officials of another school in which a student seeks or intends to enroll
- In the event of a health or safety emergency, to appropriate persons as required to protect the safety of students

Can parents have access to children's education records?

At the postsecondary level, parents have no inherent right to inspect the education records of their sons or daughters. Western provides students with the ability to give online access to their records through STARS Parent and Guest Access. Otherwise, University policy requires that students provide written authorization in order for parents to access their education records. With appropriate documentation, the University may disclose education records to parents of students who are claimed as dependents for federal income tax purposes without the student's written authorization.

What are some specific examples of FERPA violations?

- Publicly posting grades by student name or any part of the WIU ID number without the student's written permission
- Leaving graded tests or papers in a stack for students to pick up by sorting through the papers of all students
- Circulating a printed class roster with names and any part of the WIU ID, SSN, or grades as an attendance sheet
- Discussing the student's progress or records with anyone other than the student (including parents) without the student's written consent, with the exception of University officials who have a legitimate educational interest in order to fulfill their professional responsibilities

- Sending a letter of recommendation that includes information from a student's record, such as grades, GPA, or course attendance, without explicit written permission of the student to release that information
- Sending a letter of recommendation for a student employee, graduate assistant, or teaching assistant that provides details about that student's employment (i.e., wages, dates of employment) without written permission of the student
- Providing lists of students enrolled in class to a third party for any commercial purpose
- Providing student schedules or assisting anyone other than University employees in finding a student on campus
- Permitting unauthorized use of any information in the files maintained, stored, or processed by the office in which you are employed. This includes copies of permission, registration, or add/drop forms
- Releasing confidential student information to another student, University Organization, or outside entities
- Distributing a student's transcripts. Transcript requests must be submitted to the Registrar's Office
- Leaving reports or computer screens with student information in view of others or leaving your terminal unattended
- Allowing another person to access student records because you permit him or her to use your access code
- Inappropriately disposing of paperwork containing confidential student information (i.e., WIU ID number, gpa, or grades) by placing it in the trash or recycle bin, rather than shredding the information
- Giving out Directory Information if the student has submitted the Exclusion of Directory Information Form (i.e., has a privacy warning message displayed on the University's student information system).

Any knowledge of a violation must be immediately reported to a supervisor.

What are my responsibilities as a University employee?

As an employee of Western Illinois University, you may have access to student records. Their confidentiality, use, and release are governed by FERPA. You have a responsibility to protect all education records in your possession. These include records relating to students who have business with your department, any documents from the Registrar's Office, computer printouts in your office, name lists, and official course or grade rosters. Your job places you in a position of trust and you are an integral part in ensuring that student information is handled properly.

In general, all student information must be treated as confidential. Even public or Directory Information is subject to restriction on an individual basis.

What happens if the University does not comply with FERPA?

The Department of Education may issue a notice to cease the practice complained of and ultimately could withhold student aid funding. Depending on the type of record and the nature of the disclosure, other penalties could be imposed.

Where can I find out more information about FERPA?

www.wiu.edu/registrar/ferpa

Office of the Registrar, Sherman Hall 110, [298-1891](tel:298-1891)

Updated 01/27/2011

**FACULTY MENTORING OF GRADUATE STUDENTS
DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY
WESTERN ILLINOIS UNIVERSITY**

INTRODUCTION

A mentor is more than an adviser or a member of a committee. A mentor provides you with wisdom, technical knowledge, assistance, support, empathy and respect throughout your graduate career. Mentoring helps students understand how their goals fit into graduate education, department life, and career choices. In the Department of Sociology and Anthropology at Western Illinois University, the formal mentorship between faculty and graduate student is designed to provide, ideally, assistance for the first year of the program. Moreover, mentoring is an ongoing professional relationship that continues even after the student has left the institution.

The three categories of Faculty Mentoring of Graduate Students that are expected include:

1. Guiding students through degree requirements:

It is understood that the graduate advisor serves as the primary academic advisor for the degree program requirements, but *all* faculty members play an active role in helping graduate students understand the degree requirements and explain the theory and reasons for specific requirements. Discuss with students their performance in courses, examinations, internships, and offer guidance and support where appropriate or requested.

2. Guiding students through the thesis, non-thesis research, and internship process:

Evaluate the graduate students' strengths and weaknesses and offer constructive feedback about possible research topics and areas of study.

Advise graduate students on the selection of topic for their thesis/non-thesis research and direct them to appropriate faculty with relevant specialties.

Assist and guide in conjunction with or independent of the student's thesis or non-thesis committee where solicited. [Note: Different opinions may arise between the student's mentor and thesis chair; however, the student must weigh the cost and benefits of advice given.]

Encourage graduate students to remain up-to-date on the scholarly research related to their chosen topic.

Assist in finding scholarly sources to support research.

3. Guiding students through professional development:

Guide and/or advise students' development as teachers and researchers.

Encourage participation in professional meetings and departmental activities.

Help students develop professional skills in writing and professional presentations.

Inculcate an appreciation, aspiration, and respect for an overall professional attitude for faculty and peers.

Points for Consideration

The primary role of mentors to graduate students is *to share knowledge and expertise* within the discipline and *to provide academic and/or emotional support*. The development of a positive and professional rapport between faculty and graduate students is fundamental to their retention and long-term success.

- Just as a teacher has the authority to set the terms for a course, a mentor has the authority to set the terms for a mentoring relationship. That means that you can be clear with students what forms of mentoring you will provide (e.g. constructive feedback, networking assistance) and what forms you will not provide (e.g. friendship).
- *No single mentor can provide all forms of mentoring a student requires. Encourage students to solicit multiple of views that can assist in their decision making and professional development.*
- Bear in mind that each student is different, so the kind of mentoring you offer a particular student might be different to the kind you offer to another student. Seek feedback from your student about your mentoring, so you can tailor your work with that student over time.
- It can be important to assess a student's work and discipline early in his/her career. This helps to provide difficult situations (e.g. underperforming students) later.
- When talking with an underperforming student, ask the student what s/he hopes to get out of the program. Reframe the situation by helping the student see the ways s/he is not meeting his or her own goals.
- Help the student understand the amount of time required on a weekly basis to make adequate progress. If the norm is that students in your program work 30 to 40 hours a week, for instance, communicate that to your student.

Professionalism and Ethics

High quality graduate education depends upon the professional and ethical conduct of the participants. Faculty and graduate students share complementary responsibilities in the maintenance of academic standards and the development of high quality graduate programs.

Graduate Students

To this end, it is essential that graduate students:

- *conduct themselves in a mature, professional, and civil manner*
- *devote an appropriate amount of time and energy toward achieving academic excellence and earning an advanced degree in a timely fashion*
- *respect faculty members' need to allocate their time and other resources in ways that are academically and personally productive*
- *take the initiative to communicate regularly with faculty and mentor, especially in matters related to research and progress within the graduate program*
- *work with diverse faculty and peers regardless of their race, gender, religion, sexual orientation, or national origin*
- exercise the highest integrity in taking examinations, in collecting, analyzing, and presenting research data, and in teaching practice

- take primary responsibility to inform themselves about the specific regulations and policies governing their graduate studies at the Department and Graduate School levels
- recognize that, in many disciplines, the faculty and mentor provide the intellectual and instructional environment in which the student conducts research, and may, through access to teaching and research funds, also provide the student with financial support
- manage time effectively for maximum professional development as well as personal health and well-being, balancing competing demands such as being a student, a graduate assistant, a parent, a spouse, a caregiver, etc.
- recognize that the faculty and mentors are responsible for monitoring the accuracy, validity, and integrity of the student's research, so that careful, well-conceived research will reflect favorably on the student, the faculty and mentors, and the University
- *acknowledge the contributions of the faculty, mentor and other members of the research team to the student's work in all publications and conference presentations*
- *maintain the confidentiality of the faculty, mentor, and fellow students' professional activities and research prior to presentation or publication in accordance with existing practices and policies of the discipline*
- participate at an appropriate level in discipline-based activities, such as seminars and conferences, as a component of professional development
- participate at an appropriate level in university, departmental, or program governance as a component of professional development
- uphold the public service mission of the university at an appropriate level

Faculty

It is essential that faculty:

- act in a manner that best serves the education and professional development of students
- create an ethos of collegiality so that learning takes place within a community of scholars
- *interact with students in a professional, civil, and collegial manner in accordance with University policies and relevant laws*
- familiarize themselves with policies that affect their graduate students
- impartially evaluate student performance regardless of the student's religion, race, gender, sexual orientation, nationality, or other criteria that are not germane to academic evaluation
- *promise a reasonable degree of confidentiality in communication with students, taking care not to discuss a student's performance, research results, or behavior with other students*
- *serve on graduate student committees without regard to the race, gender, sexual orientation, or national origin of the graduate student candidate*
- *prevent personal rivalries with colleagues from interfering with duties as graduate advisor, committee member, or colleague*
- *excuse themselves from serving on graduate committees when there is an amorous, familial, or other relationship between the faculty member and the student that could result in a conflict of interest*
- discuss departmental authorship policy with graduate students in advance of entering into collaborative projects
- *acknowledge student contributions to research presented at conferences, in professional publications, or in applications for copyrights and patents*

- ensure that a student's experience as a teaching, research, or staff assistant contributes to his/her professional development and does not impede the student's progress toward the degree
- *create in the classroom or laboratory supervisory relations with students that stimulate and encourage students to learn creatively and independently respect the academic freedom for students to express opinions that may differ from those of faculty*
- attain with graduate students a clear understanding of their specific research responsibilities, including time lines for completion of research and the thesis or non-thesis
- *refrain from requesting students to do tasks not closely related to their academic or professional development for the personal advantage of a faculty member*
- *provide opportunities within the graduate program for students to seek assistance for their grievances without threat of retaliation*
- respect students' need to allocate their time among competing demands
- attend committee meetings and examinations, and participate with full attention in these activities
- take reasonable measures to ensure that each graduate student initiates thesis or non-thesis research in a timely fashion
- continue to be an advisor and colleague after student graduates

Summary

An effective mentoring relationship develops over time. The student benefits from the mentor's support, skills, wisdom and coaching. Later, both people deepen their working relationship, perhaps collaborating on projects in which the student develops into a junior colleague. Both mentee and mentor may redefine their relationship as one of equals, characterized over time by informal contact and mutual assistance, thus becoming true professional colleagues.

Sources

<http://cft.vanderbilt.edu/teaching-guides/interactions/mentoring-graduate-students/>

<http://grad.berkeley.edu/policies/guides/appendix-11-best-practices-for-faculty-mentoring-of-graduate-students-approved-by-the-graduate-council-march-6-2006/>

<http://grad.washington.edu/mentoring/>

