

Graduate Policy Committee
March 14, 2012
10:00 – 11:30, MH 395

AGENDA

- 1) Welcome and call to order
- 2) 10:15, 6 SCH limit on C grades in a POS: large credit hour programs; presentation by Patrick Pabian, program director, Physical Therapy DPT
- 3) 10:45, Student Bill of Rights –20’ presentation by student representatives, followed by discussion: Sergio Tafur, Bonnie Berry and Rebecca Boohaker
- 4) Adjournment

Policy Committee:

Jeffrey Bedwell, COS Psychology

Juli Dixon, CEd School of Teaching, Learning and Leadership

Jim Moharam, chair, COPP Optics and Photonics

Alejandro Sepulveda, CECS Industrial Engineering and Management Systems

Gerald Smith, COHPA Health Professions

Jacqueline Byers, CON Nursing

Linda Colding, Libraries Reference

Steven Ebert, COM Biomedical Sciences

Paul Rompf, RCHM Hospitality Services

Eladio Scharron, CAH Music

Axel Stock, CBA Marketing

Nicole Owens, student representative Sociology

Ross Hinkle, CoGS *ex officio*

Michael Stern, CoGS liaison



AAMC

Tomorrow's Doctors, Tomorrow's Cures®

Compact Between Biomedical Graduate Students and Their Research Advisors

Learn

Serve

Lead

These guiding principles, known as the *Compact Between Biomedical Graduate Students and Their Research Advisors*, are intended to support the development of a positive mentoring relationship between the pre-doctoral student and their research advisor. A successful student-mentor relationship requires commitment from the student, mentor, graduate program, and institution. This document offers a set of broad guidelines which are meant to initiate discussions at the local and national levels about the student-mentor relationship.

The Compact was prepared by the AAMC Group on Graduate Research, Education, and Training (GREAT) and is modeled on the AAMC Compact Between Postdoctoral Appointees and Their Mentors, available at www.aamc.org/postdoccompact. Input on this document was received from the GREAT Group Representatives and the members of the AAMC governance. The document was endorsed by the AAMC Executive Council on September 25, 2008.

The Compact is available on the AAMC Web site at:
www.aamc.org/gradcompact

Compact Between Biomedical Graduate Students and Their Research Advisors

Pre-doctoral training entails both formal education in a specific discipline and an apprenticeship in which the graduate student trains under the supervision of one or more investigators who are qualified to fulfill the responsibilities of a mentor. A positive mentoring relationship between the pre-doctoral student and the research advisor is a vital component of the student's preparation to become not only an independent and successful research scientist but also an effective mentor to future graduate students.

Individuals who pursue a biomedical graduate degree are expected to take responsibility for their own scientific and professional development. Faculty who advise students are expected to fulfill the responsibilities of a mentor, including the provision of scientific training, guidance, instruction in the responsible conduct of research and research ethics, and financial support. The faculty advisor also performs a critical function as a scientific role model for the graduate student.

Core Tenets of Pre-doctoral Training

Institutional Commitment

Institutions that train biomedical graduate students must be committed to establishing and maintaining high-quality training programs with the highest scientific and ethical standards. Institutions should work to ensure that students who complete their programs are well-trained and possess the foundational skills and values that will allow them to mature into independent scientific professionals of integrity. Institutions should provide oversight for the length of study, program integrity, stipend levels, benefits, grievance procedures, and other matters relevant to the education of graduate students. Additionally, they should recognize and reward their graduate training faculty.

Program Commitment

Graduate programs should endeavor to establish graduate training programs that provide students with the skills necessary to function independently in a scientific setting by the time they graduate. Programs should strive to maintain scientifically relevant course offerings and research opportunities. Programs should establish clear parameters for outcomes assessment and closely monitor the progress of graduate students during their course of study.

Quality Mentoring

Effective mentoring is crucial for graduate school trainees as they begin their scientific careers. Faculty mentors must commit to dedicating substantial time to graduate students to ensure their scientific, professional and personal development. A relationship of mutual trust and respect should be established between mentors and graduate students to foster healthy interactions and encourage individual growth. Effective mentoring should include teaching the scientific method, providing regular feedback in the form of praise and constructive

criticism to foster individual growth, teaching the “ways” of the scientific enterprise, and promoting students’ careers by providing appropriate opportunities. Additionally, good graduate school mentors should be careful listeners, actively promote and appreciate diversity, possess and consistently exemplify high ethical standards, recognize the contributions of students in publications and intellectual property, and have a strong record of research accomplishments and financial support.

Provide Skills Sets and Counseling that Support a Broad Range of Career Choices

The institution, training programs, and mentor should provide training relevant to academic, industrial, and research careers that will allow their graduate students to appreciate, navigate, discuss, and develop their career choices. Effective and regular career guidance activities should be provided, including exposure to academic and non-academic career options.

Commitments of Graduate Students

- **I acknowledge that I have the primary responsibility for the successful completion of my degree.** I will be committed to my graduate education and will demonstrate this by my efforts in the classroom and the research laboratory. I will maintain a high level of professionalism, self-motivation, engagement, scientific curiosity, and ethical standards.
- **I will meet regularly with my research advisor and provide him/her with updates on the progress and results of my activities and experiments.**
- **I will work with my research advisor to develop a thesis/dissertation project.** This will include establishing a timeline for each phase of my work. I will strive to meet the established deadlines.
- **I will work with my research advisor to select a thesis/dissertation committee.** I will commit to meeting with this committee at least annually (or more frequently, according to program guidelines). I will be responsive to the advice of and constructive criticism from my committee.
- **I will be knowledgeable of the policies and requirements of my graduate program, graduate school, and institution.** I will commit to meeting these requirements, including teaching responsibilities.
- **I will attend and participate in laboratory meetings, seminars and journal clubs that are part of my educational program.**
- **I will comply with all institutional policies, including academic program milestones.** I will comply with both the letter and spirit of all institutional safe laboratory practices and animal-use and human-research policies at my institution.
- **I will participate in my institution's Responsible Conduct of Research Training Program and practice those guidelines in conducting my thesis/dissertation research.**
- **I will be a good lab citizen.** I will agree to take part in shared laboratory responsibilities and will use laboratory resources carefully and frugally. I will maintain a safe and clean laboratory space. I will be respectful of, tolerant of, and work collegially with all laboratory personnel.
- **I will maintain a detailed, organized, and accurate laboratory notebook.** I am aware that my original notebooks and all tangible research data are the property of my institution but that I am able to take a copy of my notebooks with me after I complete my thesis/dissertation.
- **I will discuss policies on work hours, sick leave and vacation with my research advisor.** I will consult with my advisor and notify fellow lab members in advance of any planned absences.
- **I will discuss policies on authorship and attendance at professional meetings with my research advisor.** I will work with my advisor to submit all relevant research results that are ready for publication in a timely manner prior to my graduation.
- **I acknowledge that it is primarily my responsibility to develop my career following the completion of my doctoral degree.** I will seek guidance from my research advisor, career counseling services, thesis/dissertation committee, other mentors, and any other resources available for advice on career plans.

Commitments of Research Advisors

- **I will be committed to the life-long mentoring of the graduate student.** I will be committed to the education and training of the graduate student as a future member of the scientific community.
- **I will be committed to the research project of the graduate student.** I will help to plan and direct the graduate student's project, set reasonable and attainable goals, and establish a timeline for completion of the project. I recognize the possibility of conflicts between the interests of externally funded research programs and those of the graduate student, and will not let these interfere with the student's pursuit of his/her thesis/dissertation research.
- **I will be committed to meeting one-on-one with the student on a regular basis.**
- **I will be committed to providing financial resources for the graduate student as appropriate or according to my institution's guidelines, in order for him/her to conduct thesis/dissertation research.**
- **I will be knowledgeable of, and guide the graduate student through, the requirements and deadlines of his/her graduate program as well as those of the institution, including teaching requirements and human resources guidelines.**
- **I will help the graduate student select a thesis/dissertation committee.** I will assure that this committee meets at least annually (or more frequently, according to program guidelines) to review the graduate student's progress.
- **I will lead by example and facilitate the training of the graduate student in complementary skills needed to be a successful scientist, such as oral and written communication skills, grant writing, lab management, animal and human research policies, the ethical conduct of research, and scientific professionalism.** I will encourage the student to seek opportunities in teaching, if not required by the student's program.
- **I will expect the graduate student to share common laboratory responsibilities and utilize resources carefully and frugally.**
- **I will not require the graduate student to perform tasks that are unrelated to his/her training program and professional development.**
- **I will discuss authorship policies regarding papers with the graduate student.** I will acknowledge the graduate student's scientific contributions to the work in my laboratory, and I will work with the graduate student to publish his/her work in a timely manner prior to the student's graduation.
- **I will discuss intellectual policy issues with the student with regard to disclosure, patent rights and publishing research discoveries.**
- **I will encourage the graduate student to attend scientific/professional meetings and make an effort to secure and facilitate funding for such activities.**
- **I will provide career advice and assist in finding a position for the graduate student following his/her graduation.** I will provide honest letters of recommendation for his/her next phase of professional development. I will also be accessible to give advice and feedback on career goals.



- **I will provide for every graduate student under my supervision an environment that is intellectually stimulating, emotionally supportive, safe, and free of harassment.**
- **Throughout the graduate student's time in my laboratory, I will be supportive, equitable, accessible, encouraging, and respectful.** I will foster the graduate student's professional confidence and encourage critical thinking, skepticism and creativity.



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February 13, 2012

The Next Step for Female Scientists

By Mary Ann Mason

"The folks at the NSF understand that you shouldn't be penalized or lose a chance to advance in your career because you are taking care of a new child or a mom or dad who's gotten sick," said Michelle Obama in a White House speech announcing a 10-year plan to help men and women balance research careers with their personal lives.

The new plan from the National Science Foundation includes a "stop the clock" provision on its grants, allowing scientists to defer or suspend their grants for up to year to accommodate childbirth or adoption. The plan also includes a salary supplement to help pay for a research technician to step in when a grant's principal investigator is on parental leave.

Those policies apply to both mothers and fathers, but clearly it is the steady loss of trained female scientists that prompted the change. "We need all hands on deck," the first lady said. "And that means clearing hurdles for women and girls as they navigate careers in science, technology, engineering, and math." She noted that while women earn 41 percent of the doctoral degrees in the sciences and engineering, women make up only 28 percent of the faculties in those disciplines.

Thank you, Mrs. Obama. This is a good first step, as it symbolizes the administration's recognition of the problem and constructive efforts on the part of NSF to solve it. But it is only a first step.

A mass of bureaucratic and regulatory blockages must be pushed through in order to achieve a flexible workplace in which having both a family and a career is possible. A critical block is that while federal agencies largely finance the graduate students, postdocs, and faculty members who create new scientific breakthroughs, it is universities that determine personnel issues.

For instance, the National Institutes of Health offers a generous eight weeks of paid leave to postdoctoral fellows who receive the National Research Service Award. However, recipients may take that paid leave only "when those in comparable training positions at the grantee organization have access to this level of paid leave." In

other words, every postdoc at that university must also be eligible for eight weeks of paid leave—an unlikely circumstance for postdocs who are supported by a wide variety of sources.

Here at the University of California at Berkeley, our national study of the dropout rates of women in the sciences looked at the 61 members of the Association of American Universities (the top research institutions in the country). We found that only 23 percent of them guaranteed a minimum of six weeks' paid leave for postdocs, and only 13 percent promised the same to graduate students.

Childbirth takes a high toll on the career aspirations of female scientists. Of those who had children while they were postdocs at the University of California, 41 percent indicated that they had shifted their career goals away from becoming a research professor at a university.

Then there are the big discrepancies in providing any kind of family support across the more than a dozen federal agencies that award grants to scientists. The NIH and the NSF give the most money and have gone further than other agencies in offering a variety of family accommodations. Among the top 10 agencies, however, we found that most offer recipients only a no-cost extension of a grant to accommodate childbirth. Two offer nothing at all.

In its newly issued report, "A Forgotten Class of Scientists," the [Federal Demonstration Partnership](#) and its Task Force on Parental and Family Leave for Research Trainees focus on graduate students and postdocs, the most vulnerable class of scientists, with the fewest benefits. These are the young female trainees, in their peak childbearing years, who are most likely to abandon a career in research science when they have a child.

The partnership, sponsored by the National Academies, is a cooperative project among 10 federal agencies and 119 academic institutions that receive federal research money. Its study looked closely at the different policies pursued by leading granting agencies and at the laws and regulations that bind the organizations. It also examined how several universities interpreted those laws and regulation. What it found was a tangle of rules and policies at different universities.

"There appears to be little collaboration across academic institutions or with federal agencies to make active efforts to improve the process," the report said, "although many institutions are independently addressing these issues. At the least, this is a case of wasted resources. It creates confusion and multiple

interpretations of already complicated policies. For example, although Title IX requires that institutions provide unpaid, job-protected leave to birth mothers 'for a reasonable period of time,' the absence of a formal policy could lead to the institution being in violation of Title IX if a postdoctoral scholar was informally granted less than what could be considered reasonable."

Postdocs in particular have grant money from many sources and therefore often receive different benefits. At one university, a postdoc may receive paid parental leave because he or she is considered an employee, while someone else in the same lab may receive nothing at all, including the right to unpaid leave, if his or her work is paid for from an outside source. Postdocs may not qualify for the national Family Medical Leave Act, which guarantees up to 12 weeks of unpaid leave for childbirth but requires that the employee have been employed for at least a year at the institution.

And there are yet different rules dealing with international students. According to the Federal Demonstration Partnership report, of the 48,000 postdoctoral researchers in the United States in 2005, 55 percent were non-U.S. citizens. Their status and access to parental and family benefits are generally handled differently from those of U.S. citizens, and with an alternate cast of officials and regulations. Those foreign postdocs, if treated well, would be more likely to remain in the United States and become major contributors to our pre-eminence as innovators in science and technology.

The report's recommendations make good sense. They suggest more collaboration and partnerships between federal agencies, universities, and other stakeholders; further research into successful programs that provide parity for postdocs; and several other useful strategies.

Most important, from my point of view, the report suggests the creation of a common baseline of benefits that should be offered by all federal agencies, and a clear outreach and dissemination of the policies for both agencies and universities. These complicated issues require executive leadership. It is time for the Obama administration to take the next step. While the dozens of agencies and hundreds of universities are working with little cooperation, and providing only spotty support for young researchers with families, we are losing some of our best and brightest scientists.

Take the next step. The president could convene a panel to hammer out baseline policies that would become mandatory for all grant agencies and universities. The policies could include salary supplements to the grant for childbirth leave, like those offered by the NSF, and support for re-entry training following an absence of

more than a year, to accommodate family needs, like that offered by the NIH. The demonstration project would be an ideal platform for those reforms.

Women are stepping up in much greater numbers to undertake the many years of training, mostly financed by federal agencies, to become cutting-edge scientists. They want to continue their careers in research science *and* have families. We cannot afford to lose our investment in many of our best minds.

Mary Ann Mason is a professor of law and co-director of the Berkeley Center on Health, Economic & Family Security and a former dean of the Graduate School at the University of California at Berkeley. Her most recent book, with Eve Mason Ekman, is "Mothers on the Fast Track." She is a co-author of "Staying Competitive: Patching America's Leaky Pipeline in the Sciences."

Comments

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Real-time updating is **paused**. (Resume)



summers_off 3 weeks ago

Creating policies is great, but you also have to change the academic culture. Right now my university officially has a maternity/adoption leave policy, but no tenure track women take it for two reasons. First, the leave is for 8 weeks, but the semester is 15 weeks long. Logistically it is nearly impossible to work it out if you give birth sometime during the semester. The only time that works is in May. Second, it is frowned upon by many of the Promotion & Tenure committee members. As a result, when we adopted our two children I took no leave (luckily my spouse, a non-academic, was able to do so). One of my colleagues gave birth and was back in the classroom 1 week later. This level of stress is unhealthy for both parents and children.

10 people liked this. [Like](#) [Reply](#)



abcde1234 3 weeks ago in reply to summers_off

Good points. Let me elaborate on "frowned upon by the P&T committee members": "She had an extra year-the publication record should show that" "It's not like people in the lab stopped working just because she had a baby" "I agree that the record is 'adequate' by our usual standards, but not when you take the extra year into account". "There are women in my department who managed to get tenure without taking a year off". "Maternity leave AND a junior sabbatical? Isn't that a little excessive?"

15 people liked this. [Like](#) [Reply](#)



mulerooster 3 weeks ago

I agree with what summers_off said. The culture is against women leaving the lab for maternity leave. Just how many people can stop their lab project for 3 months and come back with everyone in the lab happy with you? No, people will be pissed that they had to carry your weight and the PI will usually be upset that you got pregnant.

Also, the NIH should adopt the rules Michelle Obama is implementing for the NSF. I actually know people who were very upset they got put on an NIH grant because it meant they were only allowed 6 weeks of maternity leave instead of the 12 weeks that is normally granted to employees at my institution.

3 people liked this.



ksledge 3 weeks ago

If giving birth just meant giving birth, it would not be the end of the world to go back to work 2-3 weeks later. You'd have some sleepless nights (most babies won't sleep for more than 3 hrs at a time until they are 8 weeks or older), but you get used to it. The problem is that it's not that simple. Many women are having c-sections these days, which require weeks of recovery in bed. Then there is breastfeeding, which is clearly the healthy way to go for mom and baby (and women are being barraged with the message that it is the only acceptable way to go). If you need to go back to work right away, your spouse can stay home and take care of the baby, or you can hire someone to do it. But no one can breastfeed for you, so there is no way around this issue other than to give mothers a reasonable amount of leave.

For most women and babies, it takes a month or two to get the hang of breastfeeding. Newborn babies will nurse 8-12 times a day for 30-60 minutes each session. Not only is it quite difficult to do anything else (or to sleep for more than 2-3 hours at a time), it takes an additional toll on the body; for most women, breastfeeding is painful/uncomfortable and energy-draining for a few weeks.

When I hear stories of academic women returning to the classroom or lab just 3 weeks or less after giving birth, I assume that they are highly unlikely to be breastfeeding. It is a shame that mothers have to make that decision between the health of their baby and their job.

8 people liked this.



graddirector 3 weeks ago in reply to ksledge

I think this issue is much more complicated than this poster suggests. My university has excellent stop the clock and maternity leave policies for faculty and no one here gives birth and teaches in the same semester. That said, when I had my two children, I was running a large research lab with 12 scientists in it (a mixture of grad students, postdocs, lab techs and undergrads). Taking a hiatus on my funding was simply not an option, most of my grant money was tied up in paying these folks and my grad students simply could not take a hiatus with me. I actually can not imagine that a hiatus on a faculty member's grant funding ever being useful, this is how STEM labs are run. Especially in the life sciences, there are cells, plants, animals etc that are living and need to be cared for as well as staff who should not be penalized due to the PI's maternity plans. It may work better in engineering or chemistry where the work can stop for a time but still there is the issue of staff.

Yes, I was at work the day before I had both kids and came into the lab for our weekly meeting the week after. However, due to the nature of being a faculty member, the baby was in a baby bag at the meeting as well. I also was able to stay home a great deal of the time after the kids were born and by switching off with my husband, neither kid started day care until they were 12 weeks old. Since newborns sleep a lot (albeit in short bursts), I was able to catch up on some writing during these periods, was in 100% email contact and got a grant submitted as well.

I have to say that this worked out well both for me and the kids due to its flexibility and due to the fact that I did not have to turn off my brain for an extended period of time (full time child rearing of infants is mind numbing, I am thankful that I did not have to take a complete break from work, I would have gone insane). Both were breast fed until they were 18 months old as well which was really easy to manage since my university had a close day care center and faculty have a private office. Also, it is completely feasible to have a baby at breast and a laptop on ones lap at the same time, to keep up to some extent, I know, I did this for several years while my kids were tiny and often thought that it would have been much more of a pain if the baby was being bottle fed. It seems to me that many faculty jobs are much more compatible with being a working parent than any other profession. Yes, the positions are stressful sometimes, but if I need to deal with my kid on a work day I can as long as I am not teaching a class at the exact moment. Much better than an industry job in this way.

The folks that have trouble working and caring for kids are janitors, waitresses etc. They do not make enough money to pay for high quality day care and have jobs were breast pumping is not possible. They also often are not paid if they do not work, a particular problem when they have a sick kid at home. I just dont see it so much for college professors. Except for again the exact period that I have to teach, I can do much of my work at home while the kid is home sick in bed.

I have a few of my former graduate students who have mommy tracked themselves, one is a stay at home mom, others have changed their career plans due to the baby. I am unclear how much the "stress" of kids and a faculty position were the issue. My feeling talking to them is that it is more that the brain reprogramming that happens when one becomes a parent (yes it is true) sent their priorities in a different direction from working as a college professor. Also, it is often also due to negotiations in priority between the woman and man's career since all of my Ph.D. students are married to spouses with professional careers as well and it is hard to make two professional careers a priority. Unfortunately, in many cases, the man's career is prioritized, maybe because his career is more established, often this results from the career preparation of an academic being so long along with men still tend to be older than their wives. .

15 people liked this.



anthgrad 3 weeks ago

Although I agree with graddirector that its POSSIBLE to have a baby in academia, you will always be compared for jobs, tenure, grants, etc. with men and women who have not done so. From the perspective of a student soon to be on the job market, it seems close to impossible to compete with those who have 'prioritized' their careers.

7 people liked this.



graddirector 3 weeks ago in reply to anthgrad

I agree completely that some folks have responded to the heavy competition in the biomedical sciences by deciding to either not have any personal life or to dump all family responsibilities on a spouse who may eventually get tired of it and leave. This may be the only way to be successful in some fields where the competition is incredibly high. However, this is an issue for both male and female scientists in my experience that leads to a high rate of burn out.

I will admit that my scholarship is in a less competitive avenue of science that I probably will not see scooped in the next issue of Nature. That said, I have still had two funded RO1 grants for the past decade through two kids who are no longer babies. It is possible to be successful as a women with kids (who also know your name) if you made concerted choices to keep your priorities balanced.



hks1414 3 weeks ago

NIH recently released data indicating that women were less successful than men in getting their RO1 grants renewed. This factlet alone explains why women in the biomedical sciences are less able to get tenure and progress through the academic ranks at research universities.

1 person liked this.



cathywilcox 3 weeks ago

All great comments. Another change to the culture that I would find helpful is acceptance of part-timers in the research lab as research associates. It's tough to work full time if you have children and your spouse has an inflexible position (obstetrician in our case). So, after one PhD and two postdocs, I'm doing laundry and volunteering. I miss the lab.

2 people liked this.

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DRAFT

Graduate Student Association

Introduced: <Date of First Reading>

Introduced by: <Medicine Reps. Berry & Boohaker?>
Sponsored by: Sciences Rep. Tafur
Graduate Student Association
College of Graduate Studies, MH 230
University of Central Florida
Orlando, Florida 32816

Initial Vote: <Passed/Failed #-#-#>

Final Reading: <Date of Final Reading>

Final Vote: <Passed/Failed #-#-#>

GRADUATE STUDENT ASSOCIATION

PROPOSAL FOR A GRADUATE STUDENT BILL OF RIGHTS

BILL 07-07

Whereas, The Golden Rule Student Handbook is a primary authority which defines the basic rights and freedoms of students enrolled at the University;

Whereas, The Golden Rule Review Committee is a primary authority established to give the students a voice in determining the rules to which all students shall adhere;

Whereas, There is a need to extend the primary authority vested in the the Golden Rule Handbook and the Golden Rule Review Committee to address unique rights, freedoms, responsibilities, and rules worthy of and pertaining to graduate students enrolled at the University;

Whereas, Any student enrolled at the University is permitted to attend Golden Rule Review Committee meetings and be considered to have the right to debate on any proposal, but not have the power to vote unless they are members of the committee;

Whereas, Graduate Students, apart from the rest of the population of the University, are uniquely and singularly qualified to address any proposal/s pertaining to the rights, freedoms, responsibilities, and rules of enrolled graduate students extending beyond those existing in the Golden Rule Handbook; and

Whereas, Only Graduate Students enrolled at the University should have the right to debate and vote on any proposal/s that extend their rights, freedoms, responsibilities, and rules beyond those existing in the Golden Rule Handbook;

Therefore, be it enacted by the 9th Assembly of the Graduate Student Association that the proposed rights, freedoms, responsibilities, and rules that Graduate Students enrolled at the University of Central Florida shall hold and adhere to beyond the Golden Rule are defined in the following Graduate Student Bill of Rights:

RIGHTS, FREEDOMS, AND RESPONSIBILITIES OF GRADUATE STUDENTS ENROLLED AT THE UNIVERSITY OF CENTRAL FLORIDA

In order to promote a more productive climate between ourselves and our faculty and to define our role in the university as a whole, we, the graduate students of the University of Central Florida (UCF), claim the rights, freedoms, and responsibilities enumerated below. These are rights, freedoms, responsibilities, and rules common to all graduate students that extend beyond those specified in the Golden Rule. They form a foundation upon which faculty and graduate students can build a genuine intellectual community. The graduate student rights and responsibilities rest on the roles of graduate students as junior colleagues who are critical to the university's mission of teaching and research. All members of the university community are responsible for securing and respecting the general conditions conducive to a graduate student's unique role as student, researcher, and teacher. This document is supported by the Graduate Student Association, and endorsed in principle by the Graduate Student Advisory Board March 28, 2011.

1. RIGHTS

- a) Graduate students are to be considered members of a scholarly community, respected as individuals of merit, and be treated as junior colleagues of faculty.
- b) Graduate students have a right to collegial and respectful treatment by faculty members.

- c) Graduate students have a right to study and work in an environment free of exploitation, intimidation, harassment and discrimination based on characteristics such as gender, race, age, sexual orientation, disability, religious or political beliefs and affiliations.
- i. The vulnerability of Graduate Students shall not be exploited in any way by faculty, administration, or staff.
- d) Graduate students have a right to an accurate and timely description of the availability and the likelihood of financial and resource support within their program and within the University and will be given an equal opportunity to compete for support for which they are eligible.
- i. Prospective and currently enrolled graduate students should be provided a thorough description of the requirements and qualifications necessary for holding teaching assistant-ships and graduate assistant-ships and receiving financial support from the University.
 - ii. Prospective and currently enrolled graduate students should be provided a thorough description of the requirements and qualifications for all academic and financial awards in their programs and in the Graduate Catalog. They are to be assured that competition for any and all academic awards will be available to eligible graduate students and that evaluation for such awards will be fair and objective. They also should be informed of the procedures for evaluating applicants.
- e) Graduate students have a right to be informed of specific requirements for achieving an advanced degree.
- i. Each department should communicate clearly these requirements to its students, and it should notify currently enrolled students in writing of any changes.
 - ii. Prospective and currently enrolled graduate students have a right to know of the normal time to complete a degree within a specific graduate program.
 - iii. Prospective and currently enrolled graduate students have a right to know a programs and/or emphasis attrition rate if available and the predominant reasons for lack of program completion except in instances where confidentiality is threatened. Student access to statistical information on graduate programs should not interfere with the privacy rights of other students.
- f) Graduate students have a right to a non-biased evaluation of their progress toward achieving an advanced degree. The criteria should be clearly understood by the graduate adviser and student.
- i. If a graduate student requests an explanation, reasons for unsatisfactory performance on preliminary, qualifying, or comprehensive examinations should be given in writing.
- g) Graduate students have a right to respectful mentorship, substantive feedback, and regular guidance concerning their academic performance.
- i. Graduate students shall have their progress toward achieving an advanced degree be evaluated in an objective manner and based on criteria that are understood by the graduate adviser and students.
 - ii. Evaluations shall be factual, specific, and shall be shared with the student within a reasonable period of time. Annual progress reports shall be in writing.
 - iii. A written evaluation of performance on qualifying and comprehensive examinations should be provided to students.
 - iv. Graduate students shall receive regular feedback and guidance concerning their academic performance through a mutually agreeable schedule of conferences with their adviser/chair/mentor.
 - v. Graduate students shall be given a fair opportunity to correct or remedy deficiencies in their academic performance with agreed upon timetables for remedy.
 - vi. Any intent to dismiss a student from a graduate program and/or emphasis for academic reasons must be preceded by a warning, which includes special performance information, well in advance of actual dismissal.
 - vii. Any intent to discontinue an adviser/chair/mentor relationship with a graduate student must be preceded by a warning within a reasonable period of time.
 - viii. Graduate students and their thesis/dissertation directors should arrive at and maintain a mutually agreeable schedule of evaluative/supervisory conferences.
 - ix. Graduate students must be notified in writing of unsatisfactory performance before any attempt is begun to dismiss them from a graduate program. Only the dean of the College of Graduate Studies can dismiss a student from a graduate program for academic reasons and normally only upon the recommendation of the graduate program coordinator and department chair.
 - x. Graduate students have the right to appeal for cause any decision affecting their academic standing as a graduate student. The burden of responsibility rests with the appellant to provide a timely, cogent, and convincing written documentation of the facts upon which the appeal is based. University grievance procedures should be available upon request at the Graduate College. Opportunities for informal resolution should also be explained to the student when appropriate.

- A. In general, a student's performance or behavior shall not be discussed by a professor with other students.
- B. Discussion among faculty of a student's performance shall be of a professional nature and shall be limited to the student's academic performance and fitness as a graduate student: the substance of the communication shall be based on need-to-know, relevant information.
- h) Graduate students shall be provided with appropriate office, study, and lab space.
- i) Graduate students have a right to refuse to perform tasks if those tasks are not related to their academic, professional development, or part of their defined responsibilities.
- j) Graduate students have a right to receive fair recognition for their efforts and contributions to cooperative research projects.
- k) Graduate students have a right to co-authorship in publications involving significant contribution of ideas or research work from the student.
 - i. The student shall receive first authorship for publications which are comprised primarily of the creative research and writing of the student when consistent with the conventions of the field.
 - ii. Due efforts and recognition should be determined prior to the project commencement whenever possible.
- l) Graduate students have a right to reasonable confidentiality in their communication with professors.
- m) Graduate students have the right to be represented in the decision-making process relative to graduate issues in their departments and programs; however, the representation is program specific, possibly taking many different forms.
- n) Graduate students have a right to evaluate their professors annually in writing without fear of retribution.
- o) Graduate students have a right to review vitae of faculty members within their degree programs/departments who are qualified/eligible to serve on their graduate committees.
 - i. These vitae should be made available at the time the students are accepted into their programs to aid them in selecting their committee members.
- p) Teaching assistants and teaching associates have a right to appropriate teacher training.
 - i. All graduate programs and/or emphases should implement a structured training program for their teaching assistants and teaching associates.
 - ii. All graduate programs and/or emphases should outline the expectations of a graduate student teacher, and the ways in which those expectations can be achieved, for their teaching assistants and teaching associates.
- q) Graduate students have a right to professional training.
 - i. This should include but not be limited to information about professional associations and conferences, mock interviews, job opportunities and publishing articles in journals.
- r) Graduate students have a right to share in the governance of the University.
 - i. All departments, graduate programs and/or emphases shall include space for graduate student representatives in the decision-making process where appropriate.
 - ii. Graduate students shall have space for representatives on all campus-wide committees, with voting privileges where appropriate according to the guidelines of shared governance.
- s) Graduate students have a right to clearly defined official grievance procedures and informal complaint procedures at the department and campus-wide levels.
 - i. Each department should have grievance procedures.
 - ii. Consistent with this right, graduate students have a right to procedures appropriate to the nature of the case and the severity of the potential discipline.
 - iii. When a formal hearing is required, a graduate student has a right to the following minimum procedural standards to assure a fair hearing.
 - A. The opportunity for a prompt and fair hearing, upon the request of the student at which the University shall bear the burden of proof, and at which the student shall have the opportunity to present documents and witnesses and to confront and cross-examine witnesses presented by the University. No inference, however, shall be drawn from the silence of the accused.
 - B. A record of the hearing; an expeditious written decision based upon the preponderance of evidence, which shall be accompanied by a written summary of the findings of fact.
 - C. An appeal.
- t) Graduate students have a right to challenge their term grades if those grades are based upon criteria other than course performance.

- u) Graduate students have a right to be free of reprisals for exercising these rights.

2. FREEDOMS

- a) Given that Graduate students have the same rights and obligations as all citizens, as applicable by law, they are free as other citizens to express their views and to participate in the political processes of the academic community and the community at large.

3. RESPONSIBILITIES

- a) Graduate students have a responsibility to read and become familiar with the Graduate Catalog and the Graduate Student Bill of Rights.
- b) Graduate students have a responsibility to complete and submit all documents required for admission to the College of Graduate Studies and to their departments.
- c) Graduate students have a responsibility to conduct themselves in all academic activities in a manner befitting the professorate.
- d) Graduate students' behavior should be a credit to themselves, the degree program/department, and the University.
- e) Graduate students have a responsibility to devote appropriate time and energy toward achieving the advanced degree within a reasonable time frame as specified by their graduate programs.
- f) Graduate students have a responsibility to uphold ethical norms and honesty in research methodology and scholarship.
- g) Graduate students have a responsibility to not misrepresent themselves academically.
 - i. It is a Class A misdemeanor to misrepresent academic credentials. Any graduate student who misrepresents his or her credentials to gain admission into the University of Central Florida will be subject to disciplinary action from the University which may include dismissal from the University.
- h) Graduate students have a responsibility to communicate regularly (at least once every 15 school days) with faculty members and advisers, especially in matters related to research and progress within the graduate program.
- i) Graduate students have a responsibility to participate in the campus community to the extent that they are able and to enrich the campus in whatever ways possible, including contributing to:
 - i. the academic development and the social environment of the department in which they are pursuing the advanced degree
 - ii. decision making relative to graduate student issues in the department, student government, and the University
- j) Graduate students have the responsibility to take the initiative in asking questions that promote their understanding of the academic requirements and financial particulars of their specific graduate program.
- k) Graduate students have the responsibility to understand their role in the development of their relationships with faculty mentors.
 - i. To demonstrate an awareness of the time constraints and other demands imposed on faculty members and program staff.
 - ii. To communicate regularly with faculty mentors and advisers, especially in matters related to research, progress, concerns, and problems within the graduate program.
- l) Graduate students have the responsibility to uphold the public service aspects of the mission of this public university, at a level appropriate to their ability and graduate program.
 - i. To provide high quality teaching to undergraduate students.
 - ii. To provide valuable research and support to the faculty and fellow graduate students.

Be it further enacted, That any proposed changes to the Graduate Student Bill of Rights shall require a super majority (2/3) vote of the leadership of the representative body or the written support of 15% of the enrolled graduate student population at the University ;

Be it further enacted, That a majority vote of all enrolled graduate students voting on any proposed changes to the Graduate Student Bill Rights and the support of the Faculty Senate and the Administration of the University of Central Florida shall be required before any changes to the Graduate Students Bill of Rights are implemented;

Be it further enacted, That the Graduate Student Bill of Rights presented in this document shall become effective immediately receiving a majority vote of all enrolled graduate students voting on the proposed Rights, Freedoms, and Responsibilities presented in this document, and gaining the support of the Faculty Senate and the Administration of the University of Central Florida; and

Be it further enacted, That a copy of this Bill be sent to the Faculty Senate and select representatives of the University administration

Introduced by: <Medicine Reps. Berry & Boohaker?>

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Introduced: <Date of First Reading>

upon receiving a majority vote of all enrolled graduate students voting on the proposed Rights, Freedoms, and Responsibilities presented in this document.

SUPPORTING SIGNATURES

<President>
President, GSA

Sergio Tafur
Advisory Board Chair, GSA

cc: <Carbon copy recipients>, <Name of Dean> Dean, College of Graduate Studies