Expectations for Graduate Education: Inclusive, Affirming and Ethical

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Inclusive, Affirming and Ethical: VT context

Principles of community

Graduate Honor System

InclusiveVT

Expectations

Ethics and integrity
climate of civility, sensitivity and mutual respect
Graduate Honor System

Cheating
Plagiarism
Falsification &
Academic Sabotage

Fundamental Beliefs
of the Graduate Honor Code

To trust in a person is a positive force in making a person worthy of trust.

To study, perform research and teach in an environment that is free from the inconveniences and injustices caused by any form of intellectual dishonesty is a right of every graduate student.

To live by an Honor System, which places a positive emphasis on honesty as a means of protecting this right, is consistent with, and a contribution to, the University’s quest for truth.
Ethical life is not a life of sacrifice; it is a life of riches. The satisfaction of choosing ethically enriches the fabric of our daily lives in ways we might have otherwise thought impossible.

Bell, 2002
A life of meaning and worth

Derrick Bell (2002), author of *Ethical Ambition: Living a Life of Meaning and Worth*, wrote that “ethics requires us to think deeply about our positions on issues, and to take principled stands as a result of those positions.” (p. 50)
Ethics - VT Graduate School

Resources:
- Avoiding plagiarism, self-plagiarism, and other questionable writing practices: A guide to ethical writing
- On Being a Scientist: Responsible Conduct in Research Research Integrity and Misconduct
- Graduate Honor System
- Discuss ethical dilemmas on Facebook
- Ethics Commons

Requirement of all graduate students:
- Plagiarism and GHS violation
- Proper use of professional convention - citation, report and more
- Ethical standards in teaching, mentoring & professional activities
- Avenues for reporting misconduct
- Discipline specific
Professional expectations

academic disciplines & professions
   codes of conduct and standards

institutional settings (university)
   codes, faculty manual, rights & responsibilities,
   T/P & merit guidelines

national/international guidelines (scholarly integrity)
   scientific misconduct, ethics
Expectations

Graduate students
Faculty
Department/programs
Graduate School
Expectations

Progress Toward Degree
Research and Ethics
Teaching and Training
Professional Development
Assistantships and Financial Support
Community
## Expectations at a Glance

<table>
<thead>
<tr>
<th>Progress toward Degree</th>
<th>Faculty</th>
<th>Program/Department</th>
<th>Graduate School</th>
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</thead>
<tbody>
<tr>
<td><strong>Graduate Students</strong></td>
<td><strong>Faculty</strong></td>
<td><strong>Program/Department</strong></td>
<td><strong>Graduate School</strong></td>
</tr>
<tr>
<td>Follow departmental or program limits on time-to-degree.</td>
<td>Support students’ academic progress.</td>
<td>Inform students on academic requirements.</td>
<td>Review graduate students’ plans of study.</td>
</tr>
<tr>
<td>Communicate regularly with advisor and committee.</td>
<td>Communicate regularly with students.</td>
<td>Provide accurate, timely, and clearly stated information.</td>
<td>Monitor progress toward degree.</td>
</tr>
<tr>
<td>Know and abide by policies and procedures.</td>
<td>Communicate expectations.</td>
<td>Provide relevant courses.</td>
<td>Maintain comprehensive data on programs.</td>
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<tr>
<td>Fulfill requirements on time.</td>
<td>Conduct annual evaluations, and provide feedback.</td>
<td>Ensure regular evaluations.</td>
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<tr>
<td>Ask questions.</td>
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<td>Provide opportunity for students to correct academic deficiencies before dismissal.</td>
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<table>
<thead>
<tr>
<th>Research and Ethics</th>
<th>Provide intellectual guidance.</th>
<th>Provide resources to students to complete program.</th>
<th>Ensure graduate programs conform to highest academic standards.</th>
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</thead>
<tbody>
<tr>
<td>Request clear guidelines of expectations from faculty.</td>
<td>Provide guidelines for completion of research.</td>
<td>Ensure fair treatment of students.</td>
<td>Provide support to develop high quality graduate programs.</td>
</tr>
<tr>
<td>Exercise ethical behavior.</td>
<td>Acknowledge students in publications.</td>
<td>Provide students with safe working environment.</td>
<td>Provide guidance on ethics and scholarly integrity.</td>
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<tr>
<td>Acknowledge contributions of others.</td>
<td>Work with students on authorships.</td>
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<tr>
<td>Work with faculty on authorships.</td>
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<tr>
<th>Teaching and Training</th>
<th>Assist students in developing teaching/presentation skills.</th>
<th>Provide training resources to students.</th>
<th>Ensure that graduate programs offer appropriate curriculum.</th>
</tr>
</thead>
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<tr>
<td>Receive training and evaluation for teaching.</td>
<td>Assist students in developing grant-writing skills.</td>
<td>Review teaching evaluations and provide feedback.</td>
<td>Develop graduate training programs that serve interests of faculty and graduate students.</td>
</tr>
<tr>
<td>Seek out teaching and training opportunities.</td>
<td>Provide skills training needed for research and teaching.</td>
<td>Encourage students to participate in teaching/training workshops.</td>
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<tr>
<td>Devote time and commitment to teaching.</td>
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### Expectations at a Glance

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<th>Professional Development</th>
<th>Faculty</th>
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<th>Graduate School</th>
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<tr>
<td>Pursue opportunities to enhance professional development.</td>
<td>Encourage students to participate in professional activities.</td>
<td>Provide information to students about professional activities.</td>
<td>Help develop and communicate services that enhance students’ professional interests.</td>
</tr>
<tr>
<td>Seek out mentors and advisors.</td>
<td>Encourage students to pursue professional development opportunities.</td>
<td>Provide information to students about professional development opportunities.</td>
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<tr>
<td>Contribute to scholarly discipline.</td>
<td>Prepare students to be competitive for employment.</td>
<td>Assist students to be competitive for employment.</td>
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<tr>
<td>Assistantships and Financial Aid</td>
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<tr>
<td>Request guidelines for assistantships.</td>
<td>Provide clear expectations to students.</td>
<td>Provide clear expectations.</td>
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<tr>
<td>Fulfill responsibilities and requirements.</td>
<td>Avoid assigning tasks unrelated to contractual obligations.</td>
<td>Inform students of requirements for employment or financial support.</td>
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<tr>
<td>Act in professional manner.</td>
<td>Recognize that assistants should not work, on average, in excess of the hours for which they are paid.</td>
<td>Provide written agreement.</td>
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<td>Decline tasks not related to contractual obligations.</td>
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<td>Inform assistants of employee policies.</td>
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<td>Inform students of available funding sources.</td>
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<td>Community</td>
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<tr>
<td>Follow student code of conduct.</td>
<td>Demonstrate and encourage collegiality.</td>
<td>Create collegial learning environment.</td>
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<tr>
<td>Contribute to department and university community.</td>
<td>Act fairly, impartially, and professionally in all dealings with students.</td>
<td>Provide specific mechanisms for appeal or complaint.</td>
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<tr>
<td>Provide intellectual guidance.</td>
<td>Follow FERPA guidelines.</td>
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<td>Provide guidelines for completion of research.</td>
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<td>Create environment of highest ethical standards.</td>
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<td>Acknowledge students in publications.</td>
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Building Community(ies):
diverse, inclusive & global
Inclusion is

• active, intentional and ongoing engagement with diversity in the curriculum and community
• changing the culture so that individuals could be and are included
• choices and having choice
• empowering communities
Graduate School efforts and InclusiveVT initiatives

Holistic admission

Inclusive GLC

Creating affirming environments
changing the rhetoric and reality of graduate education
from surviving.....

thriving
conditions of graduate study

(Harper, 1980)

Quality programs/education

- challenge self & others
- demand excellence

“Baggy Idea of Truth”

- pursue knowledge
- take responsibility for learning


conditions of graduate study

“Time to Fiddle” with ideas

Sense of community
create safe spaces

and “brave” spaces

(Arao & Clemens, 2013)
understanding and eliminating implicit bias unconscious
understanding and eliminating

**microaggressions** - statements or acts that affirm stereotypes and dominant culture as normal.
### Microaggressions - Examples

<table>
<thead>
<tr>
<th>Themes</th>
<th>Microaggression Examples</th>
<th>Message</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alien in One’s Own Land</td>
<td>- “Where are you from or where were you born?”&lt;br&gt;- “You speak English very well.”&lt;br&gt;- “What are you? You’re so interesting looking!”&lt;br&gt;- A person asking an Asian American or Latino American to teach them words in their native language.&lt;br&gt;- Continuing to mispronounce the names of students after students have corrected the person time and time again. Not willing to listen closely and learn the pronunciation of a non-English based name.</td>
<td>You are not a true American.&lt;br&gt;You are a perpetual foreigner in your own country.&lt;br&gt;Your ethnic/racial identity makes you exotic.</td>
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<tr>
<td>Ascription of Intelligence</td>
<td>- “You are a credit to your race.”&lt;br&gt;- “Wow! How did you become so good in math?”&lt;br&gt;- To an Asian person, “You must be good in math, can you help me with this problem?”&lt;br&gt;- To a woman of color: “I would never have guessed that you were a scientist.”</td>
<td>People of color are generally not as intelligent as Whites. All Asians are intelligent and good in math/science. It is unusual for a woman to have strong mathematical skills.</td>
</tr>
<tr>
<td>Color Blindness</td>
<td>- “When I look at you, I don’t see color.”&lt;br&gt;- “There is only one race, the human race.”&lt;br&gt;- “America is a melting pot.”&lt;br&gt;- “I don’t believe in race.”&lt;br&gt;- Denying the experiences of students by questioning the credibility validity of their stories.</td>
<td>Assimilate to the dominant culture. Denying the significance of a person of color’s racial/ethnic experience and history. Denying the individual as a racial/cultural being.</td>
</tr>
<tr>
<td>Criminality/Assumption of Criminal Status</td>
<td>- A White man or woman clutches his/her purse or checks wallet as a Black or Latino person approaches.&lt;br&gt;- A store owner following a customer of color around the store.&lt;br&gt;- Someone crosses to the other side of the street to</td>
<td>You are a criminal.&lt;br&gt;You are going to steal/you are poor, you do not belong.&lt;br&gt;You are dangerous.</td>
</tr>
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</table>

**microaggressions - examples**

<table>
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<tr>
<th>Second-Class Citizen</th>
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<tr>
<td>Occurs when a target group member receives differential treatment from the power group; for example, being given preferential treatment as a consumer over a person of color.</td>
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<td>Faculty of color mistaken for a service worker.</td>
<td>People of color are servants to Whites. They couldn’t possibly occupy high status positions. Women occupy nurturing positions. Whites are more valued customers than people of color.</td>
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<tr>
<td>Not wanting to sit by someone because of his/her color.</td>
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<td>Female doctor mistaken for a nurse.</td>
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<tr>
<td>Being ignored at a store counter as attention is given to the White customer.</td>
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<td>Saying “You people…”</td>
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<td>An advisor assigns a Black post-doctoral student to escort a visiting scientist of the same race even though there are other non-Black scientists in this person’s specific area of research.</td>
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<tr>
<td>An advisor sends an email to another work colleague describing another individual as a “good Black scientist.”</td>
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<td>Raising your voice or speaking slowly when addressing a blind student.</td>
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<td>In class, an instructor tends to call on male students more frequently than female ones.</td>
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<th>Sexist/Heterosexist Language</th>
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<td>Terms that exclude or degrade women and LGBT persons.</td>
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<tr>
<td>Use of the pronoun “he” to refer to all people.</td>
<td>Male experience is universal. Female experience is invisible.</td>
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<tr>
<td>Being constantly reminded by a coworker that “we are only women.”</td>
<td>LGBT categories are not recognized. LGBT partnerships are invisible.</td>
</tr>
<tr>
<td>Being forced to choose Male or Female when completing basic forms.</td>
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<tr>
<td>Two options for relationship status: married or single.</td>
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<tr>
<td>A heterosexual man who often hangs out with his female friends more than his male friends is labeled as gay.</td>
<td>Men who do not fit male stereotypes are inferior.</td>
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<th>Traditional Gender Role</th>
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<tr>
<td>When a female student asks a male professor for</td>
<td>Women are less capable in math</td>
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http://www.ucop.edu/academic-personnel-programs/_files/seminars/Tool_Recognizing_Microaggressions.pdf
Traditional Gender Role
Prejudicing and Stereotyping
Occurs when expectations of
traditional roles or stereotypes are
conveyed.

- When a female student asks a male professor for extra help on an engineering assignment, he asks
  “What do you need to work on this for anyway?”
- “You’re a girl, you don’t have to be good at math.”
- A person asks a woman her age and, upon hearing
  she is 31, looks quickly at her ring finger.
- An advisor asks a female student if she is planning
  on having children while in postdoctoral training.
- Shows surprise when a feminine woman turns out
  to be a lesbian.
- Labeling an assertive female committee chair/dean
  as a “b____,” while describing a male counterpart
  as a “forceful leader.”

Women are less capable in math
and science.

Women should be married during
child-bearing ages because that is
their primary purpose.

Women are out of line when they
are aggressive.

Denial of Individual
Racism/Sexism/Heterosexism
A statement made when bias is
denied.

- “I’m not racist. I have several Black friends.”
- “As a woman, I know what you go through as a
  racial minority.”
- To a person of color: “Are you sure you were being
  followed in the store? I can’t believe it.”

I could never be racist because I
have friends of color.
Your racial oppression is no
different than my gender
oppression. I can’t be a racist. I’m
like you.
Denying the personal experience
of individuals who experience
bias.

Myth of Meritocracy
Statements which assert that race
or gender does not play a role in
life successes, for example in
issues like faculty demographics.

- “I believe the most qualified person should get the
  job.”
- “Of course he’ll get tenure, even though he hasn’t
  published much—he’s Black!”
- “Men and women have equal opportunities for
  achievement.”
- “Gender plays no part in who we hire.”
- “America is the land of opportunity.”
- “Everyone can succeed in this society, if they work
  hard enough.”
- “Affirmative action is racist.”

People of color are given extra
unfair benefits because of their
race.
The playing field is even so if
women cannot make it, the
problem is with them.
People of color are lazy and/or
incompetent and need to work
harder.

Adapted from Sue, Derald Wing, Microaggressions in Everyday Life: Race, Gender and Sexual Orientation, Wiley & Sons, 2010.
20 seconds

by-stander

zero tolerance
understanding different perspectives
seeing the ‘unobvious’
"Those who have been required to memorize the world as it is will never create the world as it might be."

-- Judith Groch
seeing things differently

take issue with “normal” or status quo
looking for the unobvious

how many faces?
Expectations

communicate directly

set ethical framework

respectful and honest
Expectations

communicate directly

set ethical framework

respectful and honest

find rhythm

know and be yourself

disrupt unacceptable behavior

and more
Inclusive, Affirming and Ethical
a space and place for graduate education