

## Graduate Education at Purdue University

### **Preface**

The Graduate School is pleased to provide this guide to graduate study at Purdue University to all graduate faculty and graduate students. The following information will help students know what to expect and help advisors and graduate programs provide an environment for success during their students' graduate education.

These guidelines were initially prepared by an *Ad Hoc* Committee of the Graduate Council on Graduate Student/Faculty Rights and Responsibilities. *Graduate Education at Purdue University* is a living document, one that evolves as time goes on. The Graduate School welcomes your comments and suggestions.

I urge all graduate faculty and graduate students to read these guidelines and to discuss with each other the expectations and responsibilities of students and faculty. To do so will contribute to program quality, improve student and faculty morale, enhance student completion, and shorten the time to degree. It also will provide important background for the Graduate School staff to use in advising faculty and students who solicit our assistance in resolving problems.

*John J. Contreni*  
*Dean*  
*Professor of History*

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### **Introduction**

The goal of graduate education at Purdue University is to enable students to develop a level of knowledge and expertise so that they are capable of practicing independently and collaboratively with others, at an advanced level in their field of choice. Through graduate education, students learn discovery skills and values that will lay the foundation for lifelong careers.

This document discusses the expectations and experiences of graduate students, graduate advisors, and graduate programs at Purdue University and recommends best practice for successful achievement of the goals of graduate education. Details about specific policies are available from the Graduate School or individual programs. The discussion focuses primarily on graduate study for the Ph.D. degree. Master's programs vary significantly, and individual programs are encouraged to supplement this document with similar discussion about graduate study for the master's degree.

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### *The Graduate Degree*

To obtain an advanced degree, students typically complete both coursework and research requirements with the guidance of a graduate advisor. The choice of a graduate advisor should be made as early as possible in the student's graduate program.

Students achieve different objectives through coursework and research. They learn well-known, advanced concepts in the classroom. They also learn concepts and techniques particular to their research topic outside the classroom, with the help of advisors. During graduate studies, students are expected to mature to a level of self-reliance that will enable them to discover new information and to conduct research independently. The student's plan of study should be constructed with enough breadth and depth to provide a foundation for lifelong learning in the field of interest, with anticipation for evolution of the field throughout the student's career.

Graduate students are expected to demonstrate research accomplishment during graduate studies. This accomplishment must be significant, as measured against the standards of the field, and must include an important, independent, and original contribution by the student. Through research experiences and interactions with faculty and peers, students should learn good research practices as well as the theories and methodologies appropriate to their chosen fields of study.

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### *The Graduate Student*

## Questions for the Graduate Student

- Have you thought about why you want to attend graduate school? Does your decision reflect a desire and commitment to grow in knowledge and skills and to use your learning in a career that requires an advanced degree?
- Have you, your advisor, and your advisory committee designed a plan of study that will build a foundation of knowledge that will prepare you to explore your research topic independently?
- Do you recognize that it is your responsibility to work conscientiously, independently, and intelligently and that your advisor usually will not monitor your daily activities?
- Do you recognize that a graduate degree is granted upon the achievement of a significant, original contribution rather than on the time and effort expended in research?

Are you aware of the University, Graduate School, and program deadlines that you must meet as you progress toward your degree?

- Are you aware of departmental and University resources available to you when you are having academic or personal problems and how to seek this type of help?
- Does your graduate program have written guidelines describing what constitutes normal progress in the graduate program? Be sure to find out.
- Have you, your advisor, and your advisory committee assessed your understanding of how to design an experiment or a research project that will generate interpretable results? Do you understand how to

Students enrolled in graduate study should be highly motivated to learn advanced concepts and research techniques, and they should be genuinely interested in developing a career in the field of choice. Conscientious students should explore their motivation and understanding of potential professional opportunities. The department should assess whether graduate student applicants are properly motivated and provide counseling, if necessary, *before* students make a commitment to pursue graduate study. No student should be encouraged to pursue graduate study unless the student is motivated and understands the professional opportunities graduate study offers.

A student should recognize that graduate study is different from undergraduate study. Although in some respects the activities of graduate study may appear similar to undergraduate study, these activities are accomplished differently. Graduate students should recognize that they have significant responsibility for

- Have you, your advisor, and your advisory committee assessed your understanding of how to design a research project or an experiment that will generate interpretable results?
- Do you understand how to apply the appropriate theoretical or methodological approach to research investigation?
- Have your advisor and advisory committee examined your understanding of these concepts?
- If you are in a program that requires clinical practice as part of your graduate education, does your program have a document that includes the following information?
  - criteria for eligibility to begin clinical practice
  - how clinical performance is evaluated and how the evaluation is shared with the student
  - what attempts can be made to remedy inadequate performance
  - criteria for remaining in clinical practice
  - how students can be removed from clinical participation, either temporarily or permanently, should that become necessary for any reason
  - appeals procedures
  - Are you aware of the resources available to you through the Graduate School web site, [www.gradschool.purdue.edu](http://www.gradschool.purdue.edu)?

Students enrolled in graduate study should be highly motivated to learn advanced concepts and research techniques, and they should be genuinely interested in developing a career in their field. Students should explore their motivation and understanding of potential career opportunities, making sure to consider a range of opportunities.

Graduate programs should assess whether graduate student applicants are properly motivated and provide counseling, if necessary, *before* students make a commitment to pursue graduate study. No student should be encouraged to pursue graduate study unless the student is motivated and understands the range of career opportunities graduate study offers. Once a student enrolls in a program, the student should receive regular reviews of performance and progress toward degree objectives. Advisors should communicate clearly, in writing, and in a timely manner if a student needs to remedy deficiencies or to reconsider educational objectives.

A student should recognize that graduate study is different from

undergraduate study. Although in some respects the activities of graduate study may appear similar to undergraduate study, these activities are accomplished differently. Graduate students should recognize that they have significant responsibility for determining the direction of their graduate studies. Conscientious graduate students also make frequent critical assessments of their own progress and achievement. Graduate students also should recognize that the graduate degree is *not* granted based on time and effort expended, but on the achievement of a significant contribution as evaluated by the graduate faculty.

Graduate students sometimes have the opportunity to obtain financial assistance to offset the costs of graduate study. These opportunities come in many forms, such as fellowships, research assistantships, teaching assistantships, and administrative/professional graduate staff appointments. The responsibilities associated with financial assistance will vary depending upon the field and the source of the financial support. In some situations, the duties of an assistantship will be unrelated to the research topic of the student, as is sometimes the case with teaching assistantships. Alternatively, the duties may be closely related to or completely overlapping with the student's area of research, as is often the case with research assistantships or fellowships. Students should discuss, with the supervisory faculty and advisor, the responsibilities associated with the financial support that they have been offered and carry out these responsibilities faithfully. When arranging financial support for graduate students, advisors and programs should consider the student's need for the freedom necessary to achieve the goals of graduate education.

Graduate students who are in a course of study that includes a clinical experience must be aware of additional issues related to their participation. The client/patient must be protected from harm and must be provided with opportunity for improvement. Each graduate program should have a written document detailing procedures to evaluate the performance of students in clinical practice. Clinical practice is a privilege, not a right, and the welfare of the client/patient must be given primary consideration in making these decisions.

#### Questions for the Advisor and Faculty

- Have you read all of the questions for students in this document so that you will be aware of your student's concerns and expectations?
- Does your program ensure discussion of professional ethics by students and faculty?
- Does your program provide students with an orientation to the University, to the Purdue Graduate Student Government, to your program and its expectations, and to the responsibilities of graduate staff appointments?
- Does your program systematically and regularly review the progress of students toward their degrees and inform students of the results?

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#### *The Advisor*

## Questions for the Graduate Student

Near the beginning of the graduate program:

- Have you actively and thoroughly researched potential advisors? Have you met potential advisors? Have you read the recent publications of your potential advisors? Have you discussed the perceived strengths and weaknesses of your potential advisors with current or recent students of those advisors?
- Have you and your potential advisor discussed projects and potential career options that will be available upon completion of the degree program? In these discussions, have you and your potential advisor been able to communicate honestly and effectively?

Throughout the graduate program:

- Do you and your advisor meet frequently to discuss the progress you are making and problems that you have encountered?
- Do you have opportunities to develop non-research skills, such as public speaking and writing, which are necessary to be successful at most jobs? The Graduate School offers a professional development program for graduate students.
- Have you considered the ethical issues involved in the discovery of knowledge?

The student's graduate studies are generally guided and evaluated most directly by an advisor (major professor) or dissertation/thesis director. The relationship between the advisor and student is extremely important. It is the advisor who acts as the student's mentor, shaping the student's values and understanding of research. Thus, the agreement by an advisor and a graduate student to work together must be considered carefully. Both the graduate student and advisor should fully discuss their research goals, their mutual interests, the compatibility of their work habits and personalities, and the career goals of the student.

The best student/advisor relationships are those that closely approximate the best relationships between senior and junior colleagues. The advisor may participate in the research to varying degrees, depending on

the field and the relevant research issues. However, it is the advisor's responsibility to guide the student through the student's first research experiences and to understand and constructively critique the student's research accomplishments. It is the responsibility of the advisor and student to meet frequently enough to achieve these goals. As a mentor, the advisor neither gives the student excessive guidance nor allows the student to struggle needlessly. The ultimate objective of the graduate research experience is for the student to progress to the point of self-reliance in subsequent research experiences. To this end, advice to the student should be given with the aim of teaching effective research practice whenever possible.

Prior to and during graduate study, graduate programs and advisors should provide applicants and students with honest appraisals of career opportunities. The advisor has the responsibility to discuss professional opportunities with the student throughout the student's graduate program and to prepare the student for the job market. During the year prior to graduation, advisors assist students in various ways in the search for a position. This assistance may include helping to identify potential positions and to evaluate opportunities, writing reference letters, reviewing and critiquing the student's *curriculum vitae*, and guiding the student through the application and review process. In some professions, advisors may contact colleagues on behalf of their graduate students. In other fields, open position files may be maintained so that students may know of possible openings.

Questions for the Advisor and Faculty
<ul style="list-style-type: none"> <li>• Have you read all of the questions for students so that you will be aware of your student's expectations?</li> <li>• Have you considered whether you will have the time and resources to advise and support the student so he or she will be able to complete the degree program at the appropriate quality level in a timely manner?</li> <li>• How are applicants made aware of professional opportunities? Does the department include career information in its application materials? How does the department provide students with information on potential career paths for the field? Is this information provided prior to acceptance as well as throughout the program?</li> <li>• Does the program have a mechanism to assist graduate students in preparing, assessing, and improving their <i>vitae</i>? Do graduate students have opportunities to learn strategies for enhancing their job search knowledge and skills?</li> <li>• Does the program make information available on the placement of its graduates? On position openings? On postdoctoral opportunities? Are departmental graduate faculty actively involved in the student's job search?</li> </ul>

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***The Advisory Committee***

Questions for the Graduate Student	
<ul style="list-style-type: none"> <li>• Have you, in consultation with your advisor, chosen committee members who will provide you with thoughtful advice and an honest assessment of your progress?</li> <li>• Have you taken the initiative to communicate on a regular basis with the members of your advisory committee to make them aware of your progress?</li> </ul>	<p>Members of the advisory committee provide additional guidance to the student. The advisory committee should be aware of the student's research progress and should review the student's progress regularly. It is good practice for the student to have regular meetings with the advisory committee to encourage interaction and obtain advisory committee</p>

contributions to the student's graduate education and research on a continuing basis.

Questions for the Advisor and Faculty	
<ul style="list-style-type: none"> <li>• Have you read all of the questions for students so that you will be aware of your student's expectations?</li> <li>• Does the department have a mechanism to ensure that students meet regularly (for example, annually) with their committees?</li> <li>• Do students receive regular written evaluations of their progress in the graduate program?</li> </ul>	<p>Graduate programs may give the advisory committee additional responsibilities. For example, these responsibilities may include serving on examination committees or recommending action for a student having academic difficulties. In cases of conflict between the graduate student and advisor, the advisory committee often is asked to arbitrate. These duties should be discharged thoughtfully with the student's best interest in mind.</p>

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### ***The Research Program in Graduate Study***

The goal of research is the discovery of new knowledge.

Research generally can be divided into three overlapping phases: the research definition phase, the achievement phase, and the publication phase.

#### ***The Research Definition Phase***

During the research definition phase, the researcher defines the research objective of interest and learns the background of the research area. All research builds on previous investigations. Studies on the topic of interest are sometimes hard to find because they may have been published using different terminology or published in journals of other fields or in other languages. Finding and learning all the background material to support a particular research objective is an arduous task. The student often will have the feeling that little progress is being made and that everything important has been accomplished by others. It is important for graduate students to persevere in order that their research will be firmly based and there will be no disastrous revelations when the work is reviewed.

Interaction of students with advisors is critical during this stage to gain perspective, to identify potential directions of research, and to continue to refine the research objective. This phase of the research takes a significant period of time, because the student must learn a great deal about the field while defining the research objective.

Questions for the Graduate Student
<ul style="list-style-type: none"> <li>• Have you discussed with your advisor the purpose of the examinations, their timing, the material to be covered in the examinations, and how you should prepare for the examinations?</li> <li>• Have you properly prepared for the examinations?</li> <li>• Are you aware of University, Graduate School, and program deadlines for scheduling examinations?</li> </ul>

The qualifying examinations, if required, or the preliminary examinations typically occur during this phase of research.

#### ***The Achievement Phase***

During the second phase, the achievement phase, the bulk of the research investigation is completed. The focus of the research is narrowed, research questions are refined, research designs are made, and data are collected. Generally, the student can expect the research direction to change somewhat during this phase.

Interaction between the advisor and student is important in this phase to give the student constructive criticism and perspective. The advisor should participate in the research effort by performing such activities as reviewing data, methods, and preliminary findings. The advisor should be intimately familiar with the theoretical or methodological framework used, the experimental apparatus (if any), and results obtained. The advisory committee also should participate actively in advising the student during this phase.

Near the end of this phase, the student should begin to feel like an expert in the field of study. Sometimes it may be difficult for either the advisor or student to leave this phase and move to the final phase because of the sense of accomplishment that prevails. However, the final phase is critical for any successful research endeavor, and it must be remembered that the graduate experience should not be the ultimate career objective of the student. At this stage, consultation with the advisory committee can help to determine whether sufficient original research results have been achieved to complete the degree requirements.

Questions for the Advisor and Faculty	
<ul style="list-style-type: none"> <li>• Have you read all of the questions so that you will be aware of your student's expectations?</li> <li>• Has the department assigned a preliminary examination committee to test the student's background fairly and to determine whether the student is qualified to be admitted to candidacy?</li> <li>• Does the department have a written and widely distributed policy on academic integrity that includes the qualifying and preliminary examinations?</li> <li>• Are examination procedures in place within the department to screen students to ensure that only qualified students are admitted to candidacy for the Ph.D. degree?</li> <li>• Are examination procedures in place within the department to review the student's research plan to ensure that it is feasible and that it is likely to result in significant contributions to the field?</li> </ul>	<p>For departments in which qualifying examinations are required, the preliminary examination often is used to evaluate the student's research plan. This type of preliminary examination is taken during the achievement phase. The graduate faculty recommends that this type of preliminary examination be scheduled as early in this phase as possible, when the student is fairly certain of the research objective. The examination committee should evaluate whether the research objective will be a significant achievement and whether the student's plan is feasible. After successful completion of the preliminary examination, the advisory committee should be informed periodically about the progress of the research and any</p>

variations that occur in the proposed effort.

***The Publication Phase***

During the publication phase, the primary emphasis of the effort is on writing the dissertation/thesis and other publications to document the work. Due to the perspective gained during this phase, researchers often identify deficiencies in the effort that should be or must be resolved by further investigation. This effort usually takes longer than the student expects, and compared to the achievement phase, it may seem that little progress is occurring. Interaction with the advisor usually involves resolution of the definition of completion, editing the dissertation/thesis, and preparation for the final thesis defense/examination. It is good practice for the student and advisor to discuss the significance of the work carefully and the expectations of the student with regard to a completed body of work. The final examination occurs at the end of this phase. The final examination usually consists of a presentation and defense of the thesis or dissertation. A final examination is required for all doctoral students, and in most cases, a final examination is required for master's students.

Overlap of these three phases occurs naturally. However, mistakes and unnecessary efforts are avoided if a conscientious attempt is made to complete each phase before the next phase is begun.

The examinations generally are administered by a committee of the faculty, acting on behalf of the University. It is common practice to use the advisory committee as the examining committee, although this is not necessary and may not be preferable, especially when the advisory committee has been involved heavily in directing the student's research efforts.

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### *The Dissertation/Thesis*

The thesis is the document that presents the independent contributions of a graduate student at the master's or doctoral level. The thesis produced by a doctoral student is referred to as the *dissertation* and must be judged by the examination committee to include original, independent, and significant contributions. The completion of a master's thesis is optional in many departments, but the completion of an acceptable dissertation always is required to obtain a Ph.D. degree. This section focuses on the doctoral dissertation.

### Questions for the Graduate Student

- Prior to beginning the effort of writing the dissertation, have you identified the major contributions of your work? Have you prepared an outline of the dissertation and discussed it with your advisor and/or your advisory committee?
- Have you established with your advisor a timetable for reviewing chapters or the work as a whole?
- Does the dissertation properly describe the background of the subject investigated?
- Does the dissertation properly credit previous investigators?
- Does the dissertation properly represent your contributions?

In order to describe the contributions of the student properly, the background and previous contributions to this area of investigation must be discussed, evaluated, and accurately cited. The student is expected to know all of the literature related to the research effort, and this should be apparent in the dissertation. The student's theoretical and methodological approach must be made clear at the outset. Dissertations based on experimental research must be fully documented to the extent that the same study could be repeated by other investigators.

Experimental data from which conclusions are drawn must be shown in the body of the dissertation. Other intermediate data, which might be used by another investigator in replicating the study, may be included in appendices. In the conclusions section of the dissertation, clear distinction must be made between pre-existing information and new information that has been learned and reported by the student. The significance of these contributions and their relationship to previous research should be identified and discussed.

The writing of the dissertation is generally a significant effort. Often, it is the first such experience for a student, and the student may require substantial help in order to learn how such works are written. Usually, several revisions are required to complete a satisfactory dissertation. It is often the primary responsibility of the advisor to assist the student, although the student's graduate program and University should provide help for cases where remedial assistance is required. However, the dissertation must be written by the student and no one else. Writing in the style of the discipline is a key skill generally learned during graduate studies, and bypassing or short-cutting this arduous learning process does not help the student in the long term.

### Questions for the Advisor and Faculty

- Have you read all of the questions for students so that you will be aware of your student's expectations?
- Prior to the beginning of the effort to write the dissertation, have you determined whether the student needs remedial help from the department or University and recommended such help to the student if necessary?
- Prior to the beginning of the effort to write the dissertation, have you and the advisory committee established that the student is knowledgeable about all existing work pertinent to the investigation?
- Prior to the beginning of the effort to write the dissertation, have you reviewed an outline of it?

Before beginning to write a dissertation, it is important to determine the work's intended audience. The audience for the dissertation should be identified by the advisor or advisory committee. The typical audience will vary depending on field, but it is generally the part of the community with advanced degrees within the chosen field.

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## Publication

Questions for the Graduate Student	
<ul style="list-style-type: none"> <li>• Have your advisor and/or your program advised you of the purpose for publication?</li> <li>• Have the publication expectations for the degree objective been discussed with you by your graduate program and advisor?</li> <li>• Have you been advised by your advisor or program how to prepare works for publication effectively?</li> <li>• Have you been informed by your advisor or program of standard guidelines used for establishing authorship status and the responsibilities of authorship?</li> <li>• If you are a member of a research team, have the project investigators discussed author status and come to a consensus of who will participate as co-authors and who will be the first author?</li> <li>• Have the responsibilities of each of the co-authors been identified clearly?</li> <li>• Have the issues of ownership of data been resolved by the co-authors with others who may have helped with the investigation and with others, such as laboratory directors or principal investigators?</li> </ul>	<p>Dissemination of knowledge discovered in the research effort is a key aspect of research, since undisclosed knowledge is of no value. At the University, the audience for the new knowledge learned in research is usually the broadest of audiences. It is generally understood that the student's research results will be published as openly and widely as possible. Students should appreciate that publication is an integral part of the research process and that they have the responsibility to publish the results of the work in publications that are peer reviewed (refereed) and retrievable through normal literature search procedures (archival). Peer review often strengthens research by giving the investigators an independent measure of the quality of the work and by helping to identify potential flaws. The content of</p>

papers normally should not be published more than once except in limited acceptable circumstances, such as publication of a revised conference paper in a refereed journal. Previous publication must be acknowledged. Multiple publication of the same findings can confuse the reader, deflate the value of publications, and contribute to needless "publication glut." It generally is recommended that the dissertation or its parts *should* be published in refereed publications. The preparation of books, papers, and other publications for peer review and publication is a skill that a student will find necessary for a productive career. Development of the skills to write such works is an important part of graduate education.

In cases where publication is restricted, such as for protection of the proprietary rights of the student or University or to give a sponsor a competitive advantage, restrictions should be limited temporally and be as limited in breadth as possible. Restrictions that limit the student's career opportunities should not be agreed to by the University or its departments and programs. There

are many excellent examples where the objectives of the student and University have been simultaneously achieved. Each case that involves potential publication restrictions should be evaluated carefully, and any issues of concern should be discussed openly with the student.

The order and inclusion of co-authors on publications varies by field. In general, anyone who has made a significant contribution to the research effort should be included either as a co-author or acknowledged in the paper. The advisor generally is considered to have contributed to the

student's work in a way that should be acknowledged. Co-authorship of a piece of work should not include individuals who did not participate in discussion, problem resolution, or idea generation, such as sponsors or laboratory directors. Graduate students and professors should discuss these matters openly as the publication is planned in order to arrive at acceptable and fair authorship decisions.

#### Questions for the Advisor and Faculty

- Have you read all of the questions for students so that you will be aware of your student's expectations?
- Have you and the student discussed whether the research results are ready for publication?
- Has the student been encouraged to attend a professional meeting to present research results, to meet other researchers, and to see the latest research in the field?

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### ***The Role of the Graduate Program***

The role of the graduate program in graduate education is to maintain standards of quality and to facilitate high quality education and research by its students and faculty. Thus, graduate programs have the following responsibilities that usually are delegated to a graduate committee:

- to provide student orientation that describes:
  - rights and responsibilities of students
  - standards of acceptable and ethical behavior
  - expectations of graduate study
  - accepted practice within the field
  - assistance available to the student
- to assist in matching the student and advisor
- to encourage high standards of student mentoring
- to offer counseling to students and/or faculty when difficulties arise
- to establish an appeals process for cases of conflict between students and faculty
- to establish guidelines concerning normal progress in the graduate program

- to regularly review each student's progress and to share the results of the review with the student
- to provide a written statement of policies and procedures for graduate study in the program
- to insist upon academic integrity and professional and ethical conduct
- to develop procedures to make certain that grades, letters of recommendation, and examination results are kept confidential (per *The Family Educational Rights and Privacy Act of 1974*, [FERPA] as amended)
- to nominate examination committees and advisory committees
- to approve thesis/dissertation examination reports.

The ultimate authority to carry out these responsibilities rests with the department head and in the case of interdisciplinary graduate programs with the chair of the program. However, in many departments, another faculty member is appointed to chair the department's graduate committee or to act as the graduate coordinator and is delegated some of the responsibilities of the department head. This person acts as a general counselor for all students within the department and often as a counselor for faculty with regard to matters concerning graduate education. The graduate chair is a member of the graduate faculty whom students will rely on to provide confidential and substantive help in resolving conflicts, to understand and interpret the policies and procedures for both the department and the Graduate School so that students are not hindered in obtaining their degrees, and to provide general assistance to students in achieving their graduate degrees. In those rare instances when problems arise between graduate students and faculty, the normal process of resolution is to consult first with the graduate chair or an advisory committee member and then the department head.

In some situations, a graduate student or faculty member might wish to obtain counsel from an individual who is not directly connected with a particular department. Each academic dean's office has an associate dean or designated individual who is available to discuss concerns in confidence and who would understand the sensitive and complex relationships established in graduate degree programs. These individuals would provide guidance and substantive help in the resolution of conflicts. In addition, the Graduate School's dean for graduate student life provides an alternative route for graduate students or faculty members who seek advice about troublesome situations. It is the hope that all conflicts may be resolved with discussion and/or mediation. When these methods fail to result in a satisfactory outcome, graduate students and faculty members may pursue recourse through the appropriate University appeals process.

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### ***The Role of the Graduate School***

The Graduate School serves as the central office that oversees graduate education at Purdue University. All graduate students are enrolled in the Graduate School and receive their degrees from the Graduate School. Applicants to the Graduate School are recommended for admission by a graduate program, but they are officially admitted by the dean of the Graduate School. Students are admitted as master's, educational specialist, or doctoral degree students, or as non-degree students.

Admitted students must satisfy both the requirements of a specific graduate program and the general requirements of the Graduate School. While graduate programs often have specific standards for required courses, grades necessary to continue in a program, and the outcomes necessary on required examinations, the Graduate School has established the minimum standards that must be satisfied to earn a graduate degree. Students who do not meet the standards of their programs will be counseled by the advisory committee or the program's graduate committee about their academic deficiencies in the program. After such notification, students who do not perform satisfactorily can be dismissed from the degree program and lose their ability to register for graduate classes in the Purdue University Graduate School.

The Graduate School maintains the permanent academic records for all degree-seeking graduate students. Each student must submit an individualized plan of study with the signatures of the student's advisory committee. This plan of study is approved and maintained by the Graduate School, and any changes to this document must be approved by that office. The Graduate School authorizes the scheduling of the preliminary examination for the doctoral degree and the final examination for all degree candidates, and the reports of these examinations are submitted to the Graduate School. Finally, the records of all candidates are audited by the Graduate School to certify each student for the appropriate degree.

Questions about academic requirements, student progress or performance, and faculty-student relationships that cannot be answered within the graduate program may be directed to the Graduate School deans. Any graduate student is encouraged to come to the Graduate School to discuss academic concerns that have not been resolved at the program level or other issues that affect the student's academic performance. The Graduate School has established a formal procedure through which graduate students may appeal decisions made by departmental graduate committees that have been approved by the Graduate School.

The Graduate Council is responsible for all academic policies related to post-baccalaureate study and degree programs, particularly those policies that involve admission to the Graduate School, standards of work, courses and programs of study, residence requirements, and other requirements for advanced degrees. The Graduate Council acts on behalf of the graduate faculty. The membership of the Graduate Council consists of 24 appointed members, four *ex officio* voting members, and the deans of the Graduate School (as *ex officio*, nonvoting members). Graduate students are represented by a nonvoting, *ex officio member*, usually the president of the Purdue Graduate Student Government.

An *ombudsman* is a person who hears and investigates reported concerns and helps to achieve fair settlements of disputes. The term and the position arose in Scandinavia where an impartial third party proved effective in settling disagreements before they escalated into major confrontations.

In the Graduate School, Dean Tom Atkinson serves as the ombudsman for graduate education issues. He is available to listen to the concerns of students and faculty and to provide impartial guidance toward their resolution.

Faculty involved with teaching graduate classes and advising graduate students must be members of the graduate faculty. The Graduate School reviews and certifies members of the graduate faculty at Purdue to serve in a capacity of graduate education that is appropriate to their experience, qualifications, and expected level of graduate

activity. Faculty at Purdue may be certified at one of six levels, ranging from certification to teach graduate-level courses to the highest level, which grants approval to chair a doctoral advisory committee. The Graduate School provides to heads of graduate programs annually a list indicating the level of certification of each graduate faculty member in that program. This provides an opportunity for the program head to review and recommend changes in certification.

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### ***The University***

*Executive Memorandum No. C-22* (September 6, 1991) states that integrity in research . . . *"is an essential part of Purdue University's intellectual and social structure, and adherence to its spirit and principles must be maintained. These principles include commitment to truth, objectivity, fairness, honesty, and free inquiry."* The memorandum also states that violations of integrity *"strike at the very heart of scholarship and the concept of the University."*

*Executive Memorandum No. C-33* (September 16, 1994) condemns and prohibits harassment as . . . *"repugnant and inimical to our most basic values"* because the . . . *"maintenance of mutually respectful behavior is a precondition for the vigorous exchange of ideas."* The memorandum defines racial and sexual harassment, sets forth the University's policies in dealing with charges, and assigns overall responsibility for enforcement to the Vice President for Human Relations. Graduate students or advisors who have questions or problems regarding this issue are encouraged to contact that office.

The mission of Purdue University is to provide all students and faculty a conducive environment in which to teach, learn, and conduct research. The University is responsible for ensuring that the rights of graduate students are protected. The University has delegated most of the responsibility for administering graduate study to the Graduate School, as discussed previously. However, graduate students are part of the University and enjoy the privileges and responsibilities of being a student. The responsibilities of a graduate student include a commitment to academic integrity and to living and working harmoniously with

all other members of the Purdue University community. Purdue University has explicitly spelled out its policies on many of these issues in its Executive Memoranda. Two are worthy of note here.

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### ***The Graduate Student in the University Community***

A graduate student is entitled to the privileges, satisfactions, and amenities of the University. In turn, the graduate student accepts the intellectual, ethical, and moral responsibilities that membership in an academic community entails.

The privileges are those of study and eventually of collegiality with faculty who have proven their expertise, access to library resources, up-to-date computer and laboratory equipment, and a chance to study, collaborate, and compete with other graduate students. The satisfactions and amenities vary from concerts, plays, lectures, and varsity sports, to informal lunches and group study sessions.

An important additional aspect of graduate education is that it occurs in a multicultural environment. The academic community of Purdue University includes scholars from many backgrounds and parts of the world who are working together to teach, learn, and discover new knowledge. Most graduate students have significant opportunities to interact closely with these scholars and to learn about other cultures. These interactions enrich the individuals as well as the academic, cultural, and social environment of the University.

As members of the Purdue academic community, graduate students are expected to perform their coursework, research, and writing in a diligent, honest, and ethical manner. Students also are expected to treat others with respect and sensitivity.

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### ***A Final Note***

During the graduate education experience, students have opportunities to explore the unknown and to discover new, important information in a friendly and supportive environment. The material resources with which one can make new discoveries are provided. The academic community provides substantial intellectual, and often emotional, support. During their time in graduate school, students generally experience a period of unparalleled intellectual and personal growth as a result of the opportunities and challenges presented to them. It is also common for alumni to talk about graduate school as the most satisfying emotional and social period of their lives. It is an exciting time in one's life and one that should be fully experienced. We hope that the information provided in this document will help students know what to expect during their graduate education and how to negotiate their ways through their graduate programs efficiently.

For the advisor and graduate program, the experience of being involved in graduate education is also one of the most rewarding aspects associated with an academic career. Students involved in graduate study often are very talented and hardworking, and it is a privilege for the faculty to work with them. During graduate study, an individual relationship develops between the advisor and student that is unique to graduate study. Advisors can take great personal satisfaction from watching a student mature into a competent professional. Faculty and programs also can take great pride in the successful careers of their alumni. We hope that the information provided in this document will help advisors and graduate programs anticipate the needs of their students to provide them the best environment possible and to enjoy their own experiences with graduate education.

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### ***Reading List***

*Academic Integrity, A Guide for Students*. 1995. Purdue University Chapter of Alpha Lambda Delta.

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Denecke, Daniel D., Jennifer Slimowitz, et al. 2004. *Ph.D. Completion and Attrition: Policy, Numbers, Leadership, and Next Steps*. Council of Graduate Schools, Washington, D.C.

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*Faculty and Staff Handbook for Academic, Administrative and Professional Staffs*, Purdue University, updated annually.

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Ortega, Suzanne. 2003. "Enhancing the Infrastructure of Graduate Education: The Crucial Role of the Director of Graduate Studies," *Journal for Higher Education Strategists* 1-1: 51-64.

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Steneck, Nicholas H. 2003. *Introduction to the Responsible Conduct of Research*. Office of Research Integrity, Department of Health and Human Services, Washington, D.C.

*University Regulations: A Reference Book for Students, Staff and Faculty*, Purdue University, updated annually.

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### ***Purdue University Grievance Procedures***

Faculty and Staff Handbook (updated annually)

[http://www.purdue.edu/oop/faculty\\_staff\\_handbook/pages/polpro/general/eq\\_opp\\_pol\\_grievance.html](http://www.purdue.edu/oop/faculty_staff_handbook/pages/polpro/general/eq_opp_pol_grievance.html)

For students with disabilities:

[http://www.purdue.edu/oop/faculty\\_staff\\_handbook/pages/polpro/general/eq\\_opp\\_pol\\_stu\\_prcdr.html](http://www.purdue.edu/oop/faculty_staff_handbook/pages/polpro/general/eq_opp_pol_stu_prcdr.html)

Grievance Procedures for Academic Personnel (This has been updated)

[http://www.purdue.edu/oop/policies/pages/human\\_resources/c\\_19.html](http://www.purdue.edu/oop/policies/pages/human_resources/c_19.html)

Affirmative Action Office

<http://www.purdue.edu/humanrel/pages/aao/index.html>

"Grievance Procedures for Academic Personnel," *Executive Memorandum (C-19*, Revised effective July 1998).