

## II

# GRADUATE STUDENTS AS STUDENTS

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GRADUATE STUDENTS occupy the middle position of the large university equation: faculty and students both, they are also neither *fully*. This academic double identity comes with gifts, but more often the overly conscientious graduate student feels both mostly as an extra burden. Graduate student life is perhaps all the work of being a student and most of the responsibility of being a faculty member. Because graduate students have demonstrated themselves proficient enough to earn a place in a competitive program, they assume that they need to show themselves as expert everywhere possible. Graduate students, encouraged to show competency consistently in class, get nervous about showing any weakness at all. Ironically, this dynamic operates most fiercely at the beginning of the graduate student's career—when he or she knows the least.

This presents several problems on the level of academic integrity. The most obvious of these, familiar from the undergraduate context, are the neglect of source citation and misrepresenting another's work as one's own. But these infractions may be inadvertent. Choosing a discipline means being disciplined into a particular kind of research. These scholarly habits may be assumed. The silence around the discipline's operational ideology is often not broken until an untutored graduate student stumbles because of some misstep. Who is accountable?

Another area of academic integrity relates to the mentoring process. Whether it be administrative details like deadlines or larger concerns like research opportunities, most graduate students get tangled in one or another arcane web of policy. Graduate students learn the proverbial "hard way." However, due to competitiveness for jobs and coveted positions, grads may or may not pass their hard-earned wisdom along willingly, creating a gray area of integrity in the graduate student community. How much of a "good neighbor" are graduate students to one another, inducting others into the special

knowledges that are undocumented or poorly documented and circulated erratically?

Authors in this section take up these and other issues. David Nentwick addresses the dynamic of integrity around graduate student writing. In seeking help and getting oriented to a discipline-specific style of writing, how can teachers, students, mentors, and writing instructors keep others accountable for making one's original work one's own when one is simultaneously a neophyte? His conclusions will be relevant for anyone who has ever found him- or herself stuck with too many footnotes and nothing to say. Ryan Thibodeau provides readers with a wealth of experience and examples of how mentoring relationships can be established, preserved, and restored. As professionals who are prized for both their independent thinking and faithful following, graduate students living this double identity will find good mentoring in the following chapters.