



Organizational Behavior Department
Doctoral Student and Faculty Conduct Guidelines

January 10, 2022

Preamble

The mission of the PhD in Organizational Behavior program is to provide a high quality and challenging education and development process through which doctoral students gain the knowledge, skills and professional values needed to conduct the highest quality research and teaching in the fields of organizational behavior and management in order to become leading scholars in careers as researchers and educators at the top levels of their specializations and in high-impact areas of society. Our vision is to be a world-class center of doctoral education known for conducting research which innovatively partners issues of societal significance with rigorous methods of inquiry. The guiding ideas representing the values that define our program at its best are academic innovation, relevance and excellence; whole person development; a collaborative community of inquiry; diversity, equity and inclusion; and a community that shares effective professional practices and networks. To live our values, accomplish our mission, and advance our vision, we commit to prioritizing the physical, mental, emotional, spiritual, and social health, well-being, and positive relationships of doctoral students and faculty. The following guidelines for the everyday conduct of doctoral students and faculty form the bedrock of this commitment.

Community Behavior Responsibilities and Expectations

As part of an inclusive culture of excellence, the Organizational Behavior Department expects all community members to not only engage in inclusive behaviors but to actively promote a culture that is anti-racist, anti-sexist, anti-misogynistic, anti-homophobic, anti-transphobic, anti-ableist, and/or anti-ageist, and which promotes the human rights and well-being of all social identities. All community members who see or hear behaviors that do not honor a person's identities should raise this in a constructive manner at the time of the incident, if possible, or soon thereafter. Our community expects that the onus for speaking up should not be the person who is being marginalized; rather it rests on everyone else present. The method of raising this should take into account whether this is a first time or repeated incident. If the behavior is part of a repeated pattern, the community expectation is that it will be brought to the attention of the Department Chair, who is expected to intervene to help community members correct their inappropriate behavior.

The community encourages members who are part of a marginalized social group to join and participate in organizations that support their growth and development, such as The PhD Project <https://www.phdproject.org/> or Management Doctoral Student Association (MDSA) <https://www.managementdsa.org/>, or Reaching Out MBA (ROMBA) <https://reachingoutmba.org/>.

We as a community assume good intentions behind all actions and behaviors. However, we do not condone actions and behaviors that result in harm to the community or any member(s), including physical and psychological, despite good intent. Our expectation is to address such behaviors in a way that honors both the intent and the impact of the behaviors by engaging in constructive conversations that are compassionate and developmental to the parties involved. We encourage all community members to develop the skills of engaging in “calling in” behaviors to create a truly inclusive community.

In cases where individuals cannot first report their concerns to their advisor and/or the Department Chair (e.g., if they are one of the parties involved), or if the individual believes that their concerns are not being dealt with appropriately, they may report instances of professional misconduct through:

- (1) The Community Concerns Reporting System (CCRS) whose goal is to help educate and promote an inclusive community by supporting students through a clear and streamlined process for reporting incidents of perceived mistreatment, cultural/ethnic insensitivity, and bias. The CCRS (<https://case.edu/studentlife/about/community-concerns-reporting>) allows CWRU community members who have witnessed or have experienced incidents of bias, prejudice or discrimination involving a student to submit a report to the Community Concerns Reporting Response Team or (<https://forms.case.edu/s/MHdCMAOsQygps5scVlwa?ticket=ST-401208-MJxpTazUHddzall7VGRM-ssop-ksl-2.cwru.edu>).
- (2) CWRU’s Integrity Hotline (<https://case.edu/auditservices/reporting-fraud-integrity-hotline/integrity-hotline>) at 1.866.483.9367 or <https://caseintegrityhotline.com>.
- (3) CWRU’s Office of Equity (equity@case.edu or <https://case.edu/equity/sexual-harassment-title-ix/file-report#Contact>) which is the designated Title IX Coordinator for all aspects of sexual harassment reports, investigations, and prevention and education programs. CWRU’s sexual harassment policy is available at <https://case.edu/equity/sexual-harassment-title-ix/sexual-harassment-policy>.

Doctoral Student Conduct Guidelines

The following guidelines seek to establish specific instances of doctoral student roles and responsibilities. Not all future cases can be anticipated. Doctoral students should endeavor to use their best judgement in line with these guidelines as called for by each situation.

I. General Conduct. Doctoral students are responsible for:

- A. Conducting themselves in an inclusive, anti-racist, anti-sexist, anti-misogynistic, anti-homophobic, anti-transphobic, anti-ableist, and/or anti-ageist manner in all interactions with peers, faculty, staff, students, and study participants.
- B. Demonstrating respect for faculty's expertise and role in the department.
- C. Giving faculty advance notice of any help needed by the student.
- D. Accepting, showing appreciation for, and implementing feedback from peers and faculty to the best of their abilities in order to learn and better the quality of their work and their understanding of academic work.
- E. Prioritizing their time in ways that also satisfy the priorities of the department.
- F. If a faculty member or peer doctoral student has not been conducting themselves in an inclusive, anti-racist, anti-sexist, anti-misogynistic, anti-homophobic, anti-transphobic, anti-ableist, and/or anti-ageist manner, then the doctoral student needs to report this violation of conduct and take the necessary action steps specified in this document. By following the steps outlined in this document, the doctoral student participates in creating and strengthening the safe, equitable, and inclusive environment the Department values and expects from all its members. Participating in this environment ensures that all Department members can be educated on these topics and endeavor to reform any problematic behaviors as soon as they occur, protecting members from future misconduct.

II. Doctoral Student as a Teaching Assistant (TA) or Coach. Doctoral students are responsible for:

- A. Setting and Meeting Expectations:
 1. Both TAs/coaches and instructors should discuss expectations and boundaries before the working relationship for the course begins.
 2. Both TAs/coaches and instructors should adhere to agreements made during the first conversation unless later agreed-upon changes occur.
 3. Syllabus should be created and discussed with the TA/coach before the course begins.
- B. Culturally Responsive and Sustainable Teaching:
 1. All instructors and TAs/coaches are encouraged to attend CWRU's Diversity Awareness Training to ensure culturally responsive and asset-based pedagogical instruction.

2. As appropriate, instructors and TAs/coaches should be appropriately informed and prepared to proactively and sensitively address issues related to diversity, equity, inclusion, and social justice as they may emerge in the classroom.
 3. Instructors and TAs/coaches should address any biases or discriminatory behaviors occurring among students in a way that demonstrates and emphasizes the department's values of inclusion, anti-racist, anti-sexist, anti-misogynistic, anti-homophobic, anti-transphobic, and/or anti-ableist conduct.
- C. Use of Classroom and Virtual Learning Technologies:
1. Both TAs/coaches and instructors should be familiar with Weatherhead classroom technology, as well as virtual learning technologies and platforms used at CWRU such as Canvas, Zoom, and Echo 360.
 2. If unfamiliar with the learning technology, both TAs/coaches and instructors should take the necessary trainings/coaching offered by CWRU and the Weatherhead School.
- D. Creation and Grading of Assignments
1. When creating assignments, instructors should be mindful of the number of assignments required to be graded by the TA/coach, given the number of students.
 2. If new assignments are created while the course is already underway, the instructor is expected to help in grading the new assignments.
- E. In-class Teaching Assistant Tasks
1. In-Person: TA/coach should distribute materials, take attendance, and answer student questions during breaks and outside of class.
 2. Online: TA/coach should take attendance, monitor the chat, create break-out rooms, and act as co-host or host, when necessary.
- F. Instructor's Communication and Requests to TA
1. To the best of their ability, course instructors should give sufficient notice of requests to the TA/coaches.
 - a) Requests for class updates should occur a minimum of 48 hours prior to the start of the class. If the class occurs on a Monday, requests should not be made the Friday before class commences.
 - b) No requests should occur on holidays.
 - c) TAs/coaches should respond to instructor emails within 24 hours.
- G. Expectations for coaches
1. The number of students per coach generally ranges between 10-17 students. Typically, coaches work with 13-15 students in each course. The maximum number of students per coach should not exceed 17 students.

2. A typical coaching session duration ranges between 60 and 90 minutes. Each student generally receives 2-3 coaching sessions, depending on the course.
3. Coaches should reach out to students as many as 3 times to schedule coaching appointments. Generally, the coach is expected to make no more than 3 contact attempts.
4. If a student does not show up at scheduled appointment (i.e., absent without notification), the coach should attempt to reschedule the session. If this happens a second time, the coach should talk with the instructor about the situation.
5. The time period for completion of each round of coaching should be provided by the instructor at the start of the course. If more time is needed to complete the sessions, coaches should notify the instructor.

III. Doctoral Student as a Researcher/Research Assistant. Doctoral students are responsible for:

1. Being CREC certified, creating a SpartaIRB account, and completing the Conflict of Interest (COI) Form within the timeline specified by the project PI.
2. Delivering high quality assistance in research that yields high quality data for the PI.
3. Asking clarifying questions of the PI to ensure mutual understanding of research activities, purpose, tasks, and timelines.
4. Taking all constructive feedback seriously and working to ensure its implementation.
5. Following the research protocols provided, including, but not limited to, recruitment specifications, interview protocol, any directions on the order of tasks, communication with participants, communication with the IRB, checklists to ensure completion of designated tasks, and communication with the PI.
6. Attending all meetings and training sessions ready and prepared.
7. Adhering to project deadlines, including grant proposal deadlines.
8. Setting professional boundaries with research participants.
9. Communicating and acting inclusively with PI, peer researchers, and participants. Doctoral students shall respect and honor individual differences, all cultures, and all life experiences in their communication and actions.

- IV. Doctoral Student as an Advisee.** Doctoral students are responsible for:
- A. Self-advocating with regards to the resources/supports and working processes needed, with the understanding that as new scholars, it may not always be possible to know what would be most helpful/needed at the time.
 - B. Working with the advisor to develop an overall plan/agenda, and monitoring and updating the agenda with the advisor as needed
 - C. Taking an active role in their own professional and personal development.
 - D. Attending all meetings planned with the advisor, taking an active role in participating in the development of their research, and adhering to deadlines as closely as possible.
 - E. Communicating challenges that they are facing.
 - F. Communicating any changes in their availability or interest in the project as soon as possible.
- V. Doctoral Student as Student Participating in Doctoral Coursework.** Doctoral students are responsible for:
- A. Arriving to each class session on time, being ready at the start of class, and being alert and engaged throughout each session.
 - B. Preparing for class sessions with readings and pre-work completed.
 - C. Presenting opinions respectfully towards everyone in the class, and endeavoring to be inclusive in their presentations. Being respectful of others' research interests, ideas and questions, and contributing to a supportive learning environment by supporting and listening to others.
 - D. Co-creating an inclusive classroom and taking steps to address racist, classist, sexist, misogynist, homophobic, transphobic, ageist, and ableist language and behavior in the classroom.
 - E. Honoring individual differences between themselves and others in the class (classmates and instructor) without putting an unwanted spotlight on these differences. Examples of doing this include calling someone by their preferred pronoun, being sensitive to experiences from other cultures, not referring to specific individuals as members or exemplars of a culture or underrepresented group, and not pressuring individuals to share their personal experiences.
 - F. Serving as a resource for and support to other doctoral students in the classroom and in the program.
- VI. Doctoral Student as a Committee Member.** Doctoral students are responsible for:
- A. Being fully prepared for committee meetings, having completed any pre-work in advance of the meeting.

- B. Doing their best to identify and communicate the needs of their cohort, considering the diverse requests and experiences of those they represent, and to elevate the voices of others when possible.

Faculty Conduct Guidelines

The following guidelines seek to establish specific instances of faculty roles and responsibilities in relationship with doctoral students. Not all future cases can be anticipated. Faculty should endeavor to use their best judgement in line with these guidelines as called for by each situation.

Faculty serve as highly visible role models for colleagues and doctoral students, and have an important part to play in creating a safe, equitable, and generative learning environment for our community. Faculty should recognize their roles and privileges as members of the Department and University, and employ these to work towards better working conditions for doctoral students, staff, contingent instructors, and colleagues. Faculty should seek out opportunities to improve the career prospects of doctoral students in our program through highlighting resources, networks, and training. They should not tolerate or remain silent in the face of behavior that marginalizes, threatens, or disempowers students at any level. Faculty should recognize that staying up to date on current issues and events, particularly with regards to topics such as social justice and changes in the Academy, is an important element in contributing to these goals and remaining relevant in their advising, mentoring, and teaching roles.

- I. Faculty Member as an Advisor and PI of Doctoral Students.** Faculty responsibilities include:
 - A. Faculty in an advising role (leading a research project or supervising a doctoral student-led project) are responsible for ensuring, to the best of their ability, that projects involving doctoral students lead to concrete products (presentations, PDWs, publications) in order to best support the professional development and career prospects of the doctoral student.
 - B. Faculty are also responsible for communicating expectations regarding publication outlets, tasks expected of the doctoral student, and any changes to the schedule or priorities of the faculty.
 - C. Faculty should actively mentor doctoral students who are working on collaborative projects with them, and take an active role in offering professional support such as sharing opportunities for funding, networking, and access to professional development workshops, seminars, or conferences.
 - D. Advisors should be certified and up-to-date on IRB requirements, and ensure that ethical data collection, management and analyses occur through periodic conversations with doctoral students engaged in research projects.

- E. Advisors should seek on a “best effort” basis to advocate for, support, and mentor the advisee in line with their professional goals.
- F. The advisor should take intentional steps to support the mental, physical, emotional and social wellbeing of the advisee through regular check-in’s, asking what supports are most needed, and taking steps to act on the behalf of the advisee when appropriate.

II. Faculty Member as an Instructor in Doctoral Courses. Faculty responsibilities include:

- A. Instructors are responsible for sustaining a safe, equitable, welcoming, and inclusive classroom environment for doctoral students that contributes positively to their learning. Instructors should not tolerate behavior that reinforces an unequal playing field or creates a threatening classroom experience.
- B. Instructors should be particularly attentive to patterns of behavior in the classroom that reproduce inequality (e.g., one student is afforded more time to speak, given more attention, or allowed to derail conversations in ways that deprive other students of energy, opportunities to process the material, or to explore other topics under discussion) and make an active effort to include and respond to all students during group discussions.
- C. Instructors should endeavor to create inclusive content and environments that reflect the diverse interests, experiences, and concerns of students, and reinforce inclusive behaviors in the classroom, such as rewarding inclusive behavior and modelling inclusion themselves. Instructors should honor individual differences (e.g., by calling someone by their correct pronouns) without putting an unwanted spotlight on these differences, acknowledging experiences and expertise from other cultures where possible with sensitivity and first checking with individuals concerned, not referring to specific individuals as members or exemplars of their social identity groups unless it is done in a voluntary manner by the student, not pressuring individuals to share personal experiences of being discriminated against, harmed, or affected by systemic power dynamics. For example, ask all students (with an open invitation) to voluntarily share examples that may be based on their identity groups. Instructors should call out inappropriate behavior and make their expectations for class conduct clear throughout the seminar.
- D. Instructors should ask students and colleagues who may be at risk of being less valued by others if they would welcome discussing their experiences and whether they wish for additional support or opportunities to have their voices heard.
- E. Instructors are responsible for valuing and elevating multiple ways of researching, writing, and speaking, including those that are different from what might be seen as the historical majority standard.

- F. Instructors should take an active role in self-education, remaining up-to-date on current affairs, and engaging with a broad and diverse community (in person and online) in order to be responsive to and aware of the social landscape.

III. Faculty Member as Instructor Supervising Teaching Assistants and Coaches.

Faculty instructor responsibilities include:

- A. Instructors should communicate their needs and expectations to TAs in a timely and professional manner. They should provide a reasonable amount of time for responses (approximately 12-24 hours) before following up, and should be mindful and respectful of boundaries communicated by the TA.
- B. Instructors generally should not text or call TAs in an unplanned manner unless given explicit permission to do so by the TA.
- C. Instructors should take an active role in remaining up-to-date with classroom technology and platforms such as Canvas and Zoom.
- D. Instructors should take an active role in supporting TA's mental, emotional and physical wellness, stress management, and social wellbeing by providing adequate turnaround time, observing normal working business hours, checking in during times of national/local crisis, and responding to inappropriate and harmful behavior towards the TA from students/guest speakers.
- E. Instructors take an active role in developing the doctoral student to become an instructor through discussion of content and pedagogy and by providing opportunities in the classroom.

IV. Faculty Conduct Guidelines from Other CWRU Documents

It is expected that all faculty will adhere to guidelines specified in the CWRU Faculty Handbook and other policy documents. Below, relevant sections are reproduced for purposes of the OB Department's faculty conduct expectations.

Academic Freedom

From CWRU Faculty Handbook: As teachers, faculty members stimulate and encourage the free pursuit of learning in their students. Faculty members hold before them the best scholarly standards of their discipline. They demonstrate respect for students as individuals and adhere to their proper role as intellectual guides, mentors and academic advisors. Faculty members make every reasonable effort to foster honest academic conduct and to assure that their evaluation of students reflect their true merit. Faculty members respect the confidential nature of the relationship between themselves and students. They avoid any exploitation of students for their private advantage and acknowledge significant assistance from them. They protect their academic freedom. They seek to instill in them a continuing desire to learn throughout their lives. They fulfill these standards in their interactions with students of all categories – undergraduate, graduate, professional and postdoctoral scholars/fellows – and through all manner

of teaching activities, including but not limited to, teaching of regular courses, supervision of independent and collaborative study, research, scholarship and creative endeavors, individual and group mentorship and academic advising.

Discrimination and Harassment

From <https://case.edu/studentlife/about/community-concerns-reporting>: Case Western Reserve University embraces diversity and inclusion through the civility, free exchange of ideas, and appreciation for the distinct perspectives and talents of each individual. As such, the University strives to provide services and resources to students, faculty, and staff to foster an environment where all community members are respected, valued, and free to equally take part in academic, co-curricular, and social activities.

Sexual Harassment

From CWRU Faculty Handbook: The University considers sexual relationships between faculty (including teaching assistants and laboratory supervisors) and their students or between supervisors and their employees, even if deemed to be mutually consenting relationships, to be a basic violation of professional ethics and responsibility when one party has any professional responsibility for the other's academic or job performance or professional future. Because of the asymmetry of these relationships, "consent" may be difficult to assess, may be deemed not possible, and may be construed as coercive. Such relationships also may have the potential to result in claims of sexual harassment.

Faculty, staff, and students may not use in a sexual harassment proceeding a defense based upon consent when the facts establish that a faculty-student, staff-student, senior faculty-junior faculty, or supervisor employee power differential existed within the relationship.

From CWRU Sexual Misconduct Policy Handbook: Sexual harassment is defined as any unwelcome verbal or non-verbal sexual advances, requests for sexual favors, other verbal or physical conduct of a sexual nature, and/or conduct directed at an individual(s) because of gender when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or student status; or
- Submission to or rejection of such conduct is used as the basis for decisions affecting that individual with regard to employment (raises, job, work assignments, discipline, etc.) or to student status (grades, references, assignments, etc.); or
- Such conduct has the purpose or effect of unreasonably and objectively interfering with an individual's work performance or educational experience or creates an intimidating, hostile, or offensive work and/or educational environment. Such conduct generally involves more than one incident and must be severe, persistent or pervasive (or may be

severe, persistent and pervasive). Depending on the nature of the incident, more than one action or incident is typically necessary to constitute this form of sexual harassment

Acts that constitute sexual harassment take a variety of forms and may include but are not limited to the following unwelcome actions:

- Propositions, invitations, solicitations, and flirtations of a sexual nature.
- Threats or insinuations that a person's employment, wages, academic grade, promotional opportunities, classroom or work assignments, or other conditions of employment or academic life may be adversely affected by not submitting to sexual advances.
- Verbal expressions of a sexual nature, including sexual communications about a person's body, dress, appearance or sexual activities; the use of sexually degrading language, name calling, sexually suggestive jokes, or innuendoes; suggestive or insulting gestures, sounds or whistles; sexually suggestive phone calls.
- Sexually suggestive objects or written materials, such as social media, e-mail or internet communications, pictures, photographs, cartoons, text messages, videos, or DVD's.
- Inappropriate and unwelcome physical contact such as touching, patting, pinching, hugging or other sexually suggestive contact.
- Stalking of a sexual nature (i.e., persistent and unwanted contact of any form whether physical, electronic or by any other means). For stalking to fall within this policy, the content or the nature of the stalking must have a sexual component.
- Stereotyping or generalizing about a group based on gender. These types of comments typically constitute sexual harassment when associated with other sexual behavior or comments.

Religious Holidays

From CWRU Faculty Handbook: Faculty should accommodate any student who is unable to attend class or participate in any examination, study, or work requirement on a particular day because of his or her religious beliefs [...] Faculty should request that students give notice to instructors as early as possible in the semester.

Authorship and Collaboration

From CWRU Faculty Handbook: Not all contributors in any research or scholarship endeavors have the same role, power, or seniority in relationships. It is necessary to clarify the roles of all those involved and to understand each person's rights and obligations in authorship. The potential scholarly contributions of all collaborators, including students, need to be considered in the decisions of Authorship.

CWRU Guidelines on Authorship of Research and Scholarly Publications

https://case.edu/research/sites/case.edu.research/files/2018-04/Authorship_Guidelines_CWRU.pdf

Suggested Action Steps When Behavior Does Not Meet Our Department's Expectations

I. Steps An Individual Can Take:

- A. Address the concern or behavior directly with the person who engaged in the behavior (e.g., this is what I observed, this is how it impacted myself/someone else, in the future I would prefer if ..., in the future I ask that you do ...)
- B. If this is not possible or appropriate, speak to the person supervising the individual engaging in the behavior (e.g., Department Chair) and ask for support on your behalf.
- C. The person engaging in behavior that is counter to conduct outlined in this document will be a part of a conversation regarding what it means to be a member of this Department and what it means to be inclusive, anti-racist, anti-sexist, anti-misogynistic, anti-homophobic, anti-transphobic, anti-ableist, and/or anti-ageist, and will be directed towards resources to further their education on the subject.
- D. If the behavior is not tied to any one individual or represents an overall pattern, request a group meeting with the support of the Department Chair or a senior colleague.
- E. If none of the above steps are appropriate or feasible, report the behavior through one of the University's reporting mechanisms:
 1. The Dean of the Weatherhead School of Management.
 2. The Community Concerns Reporting System (<https://case.edu/studentlife/about/community-concerns-reporting>).
 3. CWRU's Integrity Hotline (<https://case.edu/auditservices/reporting-fraud-integrity-hotline/integrity-hotline>) at 1.866.483.9367 or <https://caseintegrityhotline.com>.
 4. CWRU's Office of Equity (equity@case.edu or <https://case.edu/equity/sexual-harassment-title-ix/file-report#Contact>).

II. Steps the Community Can Take As A Whole:

- A. Encourage all members of the community to complete CWRU's Diversity Awareness Training (<https://case.edu/diversity/programs/diversity-awareness-training>) and engage in continuous self-education.
- B. Engage in peer coaching and role modeling as colleagues to encourage behaviors that are inclusive, anti-racist, anti-sexist, anti-misogynistic, anti-homophobic, anti-transphobic, anti-ableist, and anti-ageist, and stay accountable as colleagues for non-inclusive behaviors.
- C. Participate in community retreats/meetings to reflect on and discuss our challenges, opportunities, and progress as an inclusive, diverse, equitable, and welcoming community.