

NEW FACULTY ORIENTATION: WORKING EFFECTIVELY WITH GRADUATE STUDENTS

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February 24, 2023



WELCOME

- Three questions for you:
 - In what ways do you envision engaging with graduate students at Loyola?
 - What qualities make for good faculty engagement with graduate students?
 - What question or concerns do you have about working with graduate students at LUC?

OVERVIEW

- Introduction to LUC grad students
- Types of faculty engagement with graduate students at LUC
- Expectations of faculty working with graduate students at LUC
- Supporting graduate students at LUC

OUR GRADUATE STUDENTS

- Located in Graduate School and other academic units
- Around 3,600 graduate and/or professional students
- Race/ethnicity: 55% white, 15.5% Hispanic, 8.6% Black/African-American, 8% Asian, and 5% international
- Age: 42% are >30 years old
- First-generation: 15% self-report as first-generation students
- Gender: 67% women
- Religion: 33% Catholic, 18% no religious preference

TYPES OF FACULTY ENGAGEMENT

- 1) Teaching graduate students
- 2) Supervising graduate assistants
- 3) Mentoring graduate students

1) TEACHING GRADUATE STUDENTS

- Faculty must be appointed to status of Graduate Faculty by school to teach graduate students
- Opportunity to and frequency/amount of teaching of grad courses depends on department
- 2 types of courses with grad students
 - Cross-listed (300/400): separate syllabus
 - Grad-only (400) courses: undergrads are not permitted

1) TEACHING: BEST PRACTICES

- Employ constructivist approach to teaching
- View course as opportunity for grad students to learn content, develop professionally, and progress to other degree requirements
 - Incorporate presentation and teaching skills into course
 - Outline and model professional expectations
 - Integrate graduate students' presentation and publication
 - Involve graduate students in developing the course goals and design

1) TEACHING: RESOURCES

- LUC resources for teaching graduate students
 - [Faculty Center for Ignatian Pedagogy](#)
- Be familiar with and share University [resources](#) for assisting and supporting graduate students (e.g., disability services, wellness, etc.)
- Be familiar with and implement department and school's academic policies and procedures for grad students as needed (e.g., academic dishonesty, grievance, etc.)

2) SUPERVISING GRADUATE ASSISTANTS

- Some grad programs have institutionally funded students who are assigned to faculty as research or teaching assistant
- Guidelines:
 - Professional development not employment
 - RA/TA expected to provide 20 hours/week of assistantship during Fall and Spring semesters only
 - Follow University illness absence policy
 - Be familiar with and share University [support](#) for grad students as needed

2) SUPERVISING TEACHING ASSISTANTS

- Clarify roles, responsibilities and communication style
- Share University resources
 - Guidance on teaching for TAs
 - Services/resources for undergraduate students
- TAs as professional development
 - Share rationale for course design and teaching style
 - Ask for input on lectures, have them lecture, and write/grade exams as team
 - Meet regularly to discuss teaching challenges/questions
 - Observe class & provide feedback

2) SUPERVISING RESEARCH ASSISTANTS

- Establish clear definitions of roles, expectations, and responsibilities
- Clarify plan for ownership of data, as well as opportunities and/or conditions of co-publication and co-presentation
- Manage tension of your seniority and supervision with mutual goal of student's independence and autonomy
- Respect that grad students have other obligations (coursework, wellness) besides research collaboration

3) MENTORING GRAD STUDENTS

- Process by which “novitiate” is positively socialized by sagacious person for purpose of learning traditions, practices, and frameworks of discipline and profession
- Mentoring includes academic advising plus fostering professional development plus ensuring student well-being
- Formal mentoring (serving on or directing thesis committee) requires appointment to status of Graduate Faculty

3) DECIDING TO MENTOR GRAD STUDENT

- Type and amount of grad student mentorship for faculty dependent on discipline norms and departmental culture
- Forming mentor relationship is ? of mutual fit
- Faculty
 - Committing to mentoring requires you to have adequate time and energy to do so
- Grad Student:
 - Be clear about expectations and mentoring style so that grad student can assess you for fit

3) BEING A GOOD MENTOR

- Take lead on relationship instead of relying on student
- Allocate sufficient time for mentoring
- Guidelines on tone and timeline for communication
- Promotes independence and respects grad student's goals
- Guides professional development needs across grad student career
- Displays appropriate interest in student's life without being intrusive and refers students to campus resources as needed

3) MENTORING: ACADEMIC ADVISING

- Can occur at various points: guidance on early progress, supervising qualifying exam, serving on/chairing thesis committee, and/or co-authoring/co-presenting
- Communicate degree requirements & expected schedule of progress
- Encourage student to generate plan and timeline for progress that you review
- Share informal expectations and norms
- Provide timely, constructive but forthright feedback ("shit sandwich")
- Encourage multiple mentoring relationships and networks

3) MENTORING: ACADEMIC PROGRESS

- Know department/school's timeline for meeting milestones
- Help your student break down work into manageable chunks, co-set deadlines and ask to show you work regularly
- Give your student helpful, timely, and constructive feedback on submitted work
- Check student is getting relevant ethical clearance, risk assessment, and/or professional credentials
- Encourage student to meet other grad students and read each other's work or present to each other
- If you need help, talk to GPD or more experienced faculty

3) MENTORING: PROFESSIONAL DEVELOPMENT

- Gain familiarity with and ensure student are informed about resources for student support:
 - Teaching ([Faculty Center for Ignatian Pedagogy](#))
 - [Research](#) support (Institutional Research Board)
 - Funding ([Fellowship Office](#))
 - Disciplinary culture and infrastructure
 - Careers beyond academia (Graduate School & [Career Development Center](#))
- Assist student in developing awareness of and plan/timeline for success in each aspect/dimension of professional development

3) MENTORING: STUDENT WELL-BEING

- Be a supportive mentor, not a friend
- Gain familiarity with and ensure students know about policies and University [resources](#) available to support their well-being:
 - [Center for Student Assistance & Advocacy](#), [Disability Services](#), [Community and Identity groups for grad students](#) ([BGSA](#), [LGBTQIA+](#)), [Wellness Center](#), and [Campus Ministry](#)
- Faculty can't and aren't responsible for solving grad students' personal issues
- Be accommodating with grad student schedule/ plans for progress

3) MENTORING: STAGES OF RELATIONSHIP

1. Initiation (moving into “senior learner”)
 2. Cultivation (from “senior learner” to “colleague in training”)
 3. Separation (from “colleague in training” to “junior colleague”)
 4. Redefinition (if mentoring continues after graduation)
- Each stage requires clarity and communication around relationship and expectations

SUPPORTING GRADUATE STUDENTS

- Fostering diversity and inclusion
- Assisting graduate students in crisis
- Supporting graduate student with grievances
- Helping with graduate student funding

FOSTERING DEI

- Higher ed struggles with recruitment and retention of minoritized graduate students
- Recruitment: proactive recruitment strategies and holistic review of applicants
- Retention & faculty:
 - Consider content of syllabus and pedagogical style
 - Awareness of issues that affect your relationship with and student's outcomes and openness to discussing issues
 - Listen and respect experiences of minoritized grad students
 - Be explicit about hidden curriculum (academic, professional, and social) that guides success

LUC & DEI

- University has variety of [resources](#) and working to do more
 - [Institute of Racial Justice](#)
 - [Anti-Racism Initiative](#)
 - Center for Diversity & Inclusion
 - [Graduate student groups](#)
 - [Undocumented student program](#)
 - [International Students and Scholars Office](#)

GRADUATE STUDENTS IN CRISIS

- For graduate students in crisis, do not assist students yourself
- Direct graduate student to appropriate resources
 - [Wellness Center](#) and/or [Office of Dean of Students](#)
- If you are not sure how to proceed, consult with program's GPD or reach out to Dean of Students' Office
- You are obligated as mandatory reporter [to report Title IX violations](#)

GRADUATE STUDENT WITH GRIEVANCE

- School/Department appeal process (for academic issues)
- [Office for Equity and Compliance](#)
(discrimination and/or sexual misconduct)
- [Ethics Hotline](#) (misconduct and violation of university policy)
- [Office of Conduct and Conflict Resolution](#)
(coaching for intra-personal issues)

GRADUATE STUDENT FUNDING

- Part of faculty mentoring is helping grad students understand and find different types of funding
- Graduate student funding varies within and across programs and schools
- Possible Sources of Institutional Funding
 - Reaching or Teaching Assistantship (department/school)
 - RA on Faculty Grant ([Office of Research Services](#))
 - Hourly Pay (Handshake)
 - Loans/Financial Aid ([Office of Financial Aid](#))
 - External Funding ([Fellowship Office](#))

REFLECTION

- Returning to starting questions for you:
 - In what ways do you envision engaging with graduate students at Loyola?
 - What qualities make for “good” faculty engagement with graduate students?
 - Do you have any concerns or worries about working with graduate students?

Q&A

Thank you!

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