New Faculty Orientation: Working Effectively with Graduate Students

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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?
  - Do you have any concerns or worries about working with graduate students?

Overview

- Introduction to LUC grad students
- Types of Engagement
  - Teaching, supervising, and mentoring
- Cross-Cutting Considerations and Challenges
  - Fostering diversity and inclusion
  - Assisting graduate students in crisis
  - Supporting graduate student with grievances
  - Helping with graduate student funding

Who are our Graduate Students?

- Around 2,600 graduate students

- Race/ethnicity: 54% White, 17% Hispanic, 9% Black/African-American, 7.5% International, and 7% Asian

- Age: 50% are < 30 years old

- First-generation: 16% self-report as first-generation students

- Gender: 72% women

- Religion: 30% Catholic, 21% no religious preference

More on LUC Graduate Students

- Only minority of graduate students are funded; most are self-paying and hold jobs while in graduate school

- Graduate students are distributed across multiple schools
  - Graduate School: PhDs in Nursing, Education, Social Work and CAS and Master's of Arts or Sciences degrees in SOE and CAS
  - All other schools except Arrupe have grad or professional programs (4+1, grad certificate, master's, and/or professional doctorate)

- Oversight of graduate students is relatively de-centralized

Working with Graduate Students

Types of Engagement
- Teaching graduate students
- Supervising graduate assistants
- Mentoring graduate students

1) Teaching Graduate Students

- Opportunity to teach grad students depends on department teaching needs
- 2 types of courses with grad students
  - Cross-listed (300/400): for 400, grad students must have extra readings and assignments that are listed on syllabus
  - Grad-only courses

Teaching Graduate Students: Pedagogy

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

Teaching Graduate Students: Resources

- Reach out to centers for guidance (e.g. FCIP)
- Be familiar with resources and implement policies that support graduate students (e.g., disability services, wellness, parental leave, sick leave, etc.)
- Be familiar with department or 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 school funded students who are assigned to faculty as research or teaching assistant

- Graduate assistants are first and foremost students – they are not employees

2) Supervising Graduate Assistants

- Guidelines:
  - Professional development opportunity for grad student – not just free labor
  - RA/TA expected to provide 20 hours/week of assistantship during Fall and Spring semesters only
  - Check with GPD for any questions

Supervising Teaching Assistants

- Clarify roles and responsibilities

- Share University resources and offices
  - Teaching support for TAs (pedagogy, instructional technology, etc.)
  - Services/resources to share with undergraduate students

- View TA as professional development opportunity
  - Share rationale for course design and describe own pedagogical style
  - Ask for input on (and have TA) give lectures, write/grade exams as a team (provide and/or co-develop rubric) and provide feedback on their work
  - Meet regularly to discuss students and their teaching challenges/questions

- TAs may have medical accommodations as graduate students

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 Graduate Students

- Mentor: counsel for early graduate student, serving as PI in research setting, and/or serving as chair/member of exam or thesis/dissertation committee

- 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

Deciding to Mentor a Graduate Student

- Type and amount of mentorship for faculty dependent on discipline/department norms, including tenure expectations
- Forming mentoring relationship with grad student is two-way street
- Faculty
    - Grad students may reach out via grad school application or once in program and you assess for fit and capacity
    - 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
    - Grad student may decide you are not a good fit; don't take it personally

Qualities of a Good Grad Student Mentor

- Organizes and allocates time for mentoring instead of relying on student taking initiative
- Sets clear guidelines around tone, content and timeline for communication
- Promotes independence and respects graduate student's goals
- Has awareness of and involved in professional development needs across grad student career
- Displays appropriate interest in student's life without being intrusive and refers students to available campus resources as needed
- Has sensitivity to (and openness to discussing as necessary) cross-cultural issues that affect advising relationship and grad student outcomes

3a. Mentoring Grad Students: Academic Advising

- Learn and be sure student knows program and/or school's degree requirements, expected schedule for completion of milestones, and funding opportunities

- Share informal expectations and norms ("hidden curriculum")

- Encourage student to generate plan and timeline for progress that you review

- Provide timely, constructive but forthright feedback ("shit sandwich")

- Encourage multiple mentoring relationships and networks

Ensuring Academic Progress

- Know your department/school's timeline for meeting milestones
- Help your student break down work into manageable chunks, agreeing on deadlines and asking them to show you work regularly
- Give your student helpful, timely, and constructive feedback on work they submit
- Check student is getting relevant ethical clearance, risk assessments, 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

3b. Mentoring Graduate Students: Professional Development

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

3c. Mentoring Graduate Students: Student Well-Being

- Be open to grad students' discussions of their life and well-being while maintaining professional boundaries
- 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
  - Wellness Center
  - Campus Ministry
- Faculty can't and aren't responsible for solving grad students' personal issues – seek guidance on to whom to refer grad students
- Be accommodating with grad student schedule/plans for progress

4. Cross-Cutting Considerations and Challenges

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

4a. Fostering Diversity and Inclusion

- Higher ed struggles with recruitment and retention of minoritized graduate students
- Issue of recruitment: proactive recruitment strategies and holistic review of applicants
- Issue of retention:
  - Consider content of syllabus and pedagogical style
  - Listen and respect experiences of minoritized grad students
  - Share university resources
  - Be explicit about hidden curriculum (academic, professional, and social)

Fostering Diversity and Inclusion

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

4b. Graduate Students in Crisis

- For graduate students in crisis, employ [resources](#) available to you or direct graduate student to appropriate resources
    - Office of Dean of Students (financial difficulties, behavioral concerns, and equity-based discrimination and misconduct services), Wellness Center, Ethics Line, Office of Student Conduct and Conflict Resolution
    - If you are not sure how to proceed, consult with program's GPD or reach out to Dean of Students' Office
- You are obligated to report Title IX violations and you can request assistance for mental health and financial crises

4c. Graduate Students with Grievances

- Possible resources
  - School/Department appeal process (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)

4d. 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?
- What aspects of working with grad students, qualities of "good" mentor and/or your concerns were not addressed?

General Q&A

Thank you!

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