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 graduate assistants, and mentoring graduate students

• 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 3,600 graduate 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
More on LUC Graduate Students

• Some graduate students are funded but many 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
  • Outside TGS, all schools except Arrupe have grad 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
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 dependent on department teaching needs and norms

• 2 types of courses with grad students
  • Cross-listed (300/400): 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 and develop professionally and progress to 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
Teaching Graduate Students: Resources

• Resources for teaching graduate students
  • Faculty Center for Ignatian Pedagogy
  • https://cte.ku.edu/teaching-graduate-students

• 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 or school’s academic policies and procedures for grad students as needed (e.g., academic dishonesty, grievance, etc.)
Supervising Graduate Assistants

• Some grad programs have school funded students who are assigned to faculty as research or teaching assistant
• Supervising a RA/TA doesn’t require Graduate Faculty status
• 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
  • Vacation and sick leave policies are on school-by-school basis
  • Be familiar with and share University support for grad students as needed
Supervising Teaching Assistants

• Faculty need to prepare, motivate, and manage TAs
• Clarify roles and responsibilities
• Share University resources and offices
  • Teaching support for TAs (pedagogy, instructional technology, etc.)
  • Services/resources for undergraduate students
• View TA as professional development opportunity
  • Share rationale for course design and describe own pedagogical style
  • Ask for input on lectures, have them give lecture, and 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
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
Mentoring Graduate 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 by your school
Deciding to Mentor a Graduate Student

• Type and amount of grad student mentorship for faculty dependent on discipline norms and departmental culture, 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 (along with GPD and/or committee) 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 mentoring instead of relying on student taking initiative
• Allocates sufficient time for advising relationship
• 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 cross-cultural issues that affect advising relationship and grad student outcomes, including race, gender, sexual orientation, disability status as well as openness to discussing as necessary
Mentoring Grad Students: Academic Advising

• Can occur at various points: guidance on early progress, supervising qualifying exam, serving on thesis committee, chairing thesis committee, co-authoring/co-presenting

• Learn and be sure student knows program and/or school’s funding practices, degree requirements and expected schedule for completion of milestones (each school has own policies and funding practices)

• 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
Checking 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
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
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 (BGSA, LGBTQIA+)
  • Wellness Center
  • Campus Ministry

• Faculty can’t and aren’t responsible for solving grad students’ personal issues – seek guidance on whom to refer grad students

• Be accommodating with grad student schedule/plans for progress
Stages of Mentoring 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 and how mentoring continues after graduation)

• Each stage requires clarity and communication around relationship and expectations

Cross-Cutting Considerations and Challenges

• Fostering diversity and inclusion
• Assisting graduate students in crisis
• Supporting graduate student with grievances
• Helping with graduate student funding
Fostering Diversity and Inclusion

• Higher ed struggling with recruitment and retention of minoritized graduate students

• Issue of recruitment: proactive recruitment strategies and holistic review of applicants

• Issue of retention on part of 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)
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
Graduate Students in Crisis

• For graduate students in crisis, employ resources available to you or direct graduate student to appropriate resources
  • Wellness Center, Ethics Line, Center for Student Advocacy & Assistance, Office of Student Conduct and Conflict Resolution, Office of Dean of Students (financial difficulties, behavioral concerns, and equity-based discrimination and misconduct services)

• 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
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)
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)
  • GA on Faculty Grant (Office of Research Services)
  • Hourly Pay (Office of Human Resources)
  • 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 concerns were not addressed?
General Q&A
Thank you!

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