

A photograph of several graduates in blue gowns and black caps, smiling and looking to the right. The image is slightly blurred and has a dark overlay.

Faculty Helping Students Be Successful in Doctoral Education

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Objectives

1

Discuss what
constitutes
success

2

Discuss what
students need to
be successful

3

Describe
programmatic,
faculty, and
student
strategies



The San Diego Kids



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How is success defined

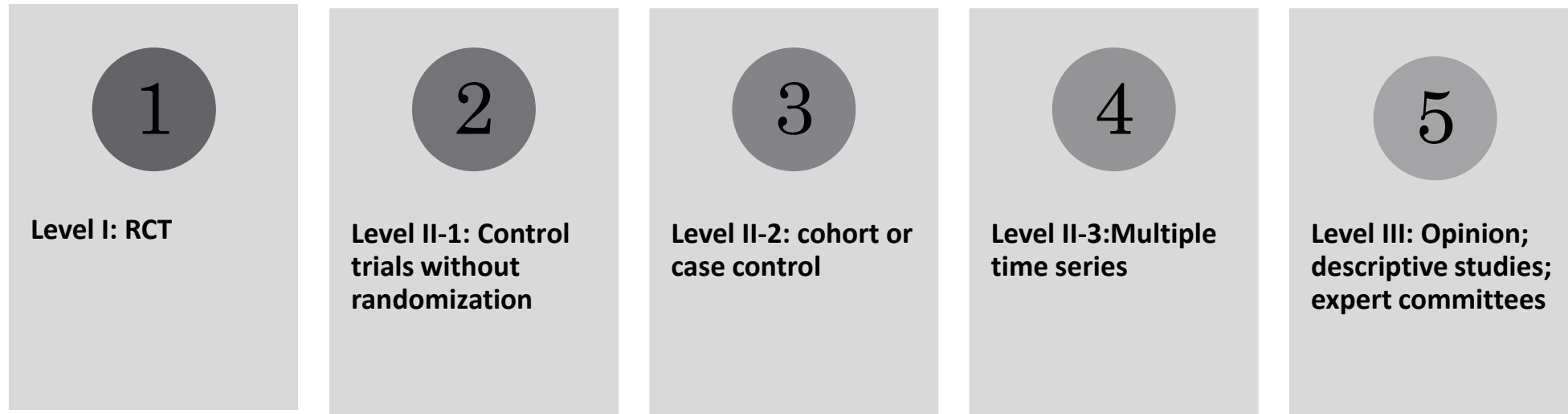
- Completion rates
- Publications
- Meeting milestones
- A good experience
- Mentoring

“Many graduate programs are not set up to deal overtly with the personal developmental changes that propel students back to graduate education” (p. 408) (Barger & Mayo-Chamberlain, 1983)



Quality of Evidence

US. Preventive Services Task Force, 1989



Sample

Theoretical Literature

Research

Opinion

Consensus Report



What Students Need to be Successful

Conclusion #1

- Students need help getting started in graduate school in ways that promote success
 - Plan a thorough orientation
 - Use initial goal setting meetings

Conclusion #2

- Key to success of doctoral students is the extent to which they connect with the people and cultures of their department
 - Cultivate a sense of intellectual belonging
 - Encourage informal interactions

Conclusion #3

- Prepare for faculty and career options
 - Prepare prospective faculty for a changing context
 - Help students prepare for an array of academic options
 - Arrange discussions about choices in faculty work
 - Offer job-search guidance

Conclusion #4

- Carefully constructed advising and mentoring relationships are important to the success of graduate students
 - Establish standards for advising
 - Clarify advisor role
 - Encourage graduate students to interact with a number of faculty members

Strategies with documented success



Programmatic

Faculty

Student

Programmatic Strategies

- Research
 - Early immersion in research
 - Shared research interests
- Practice
 - Funding
 - Early immersion in practice
- Common
 - Weekly opportunities to interact with faculty
 - Shared congregating area
 - Flexibility
- General Advising Ground Rules
 - Time involvement
 - Method of communication
 - Response time
 - Documentation of decisions
 - Role clarification

More on Advising

- **From advisor to cultural navigator** (Craft, Augustine-Shaw, Firbanks, & Adams-Wright, 2016; Strayhorn, 2015)
- **Advising DNP students** (Hande, Beuscher, Allison, & Phillippi, 2017; Hande, Christenbery, & Phillipp1, 2017)

Faculty / Student Responsibilities

(Foss & Foss, 2003)

Faculty

- Invite interaction
- Clarify commitments
- Offer assistance
- Create a safe environment
- Adapt communication
- Listen mindfully
- Provide constructive feedback
- Regularly assess the relationship

Student

- Asserting Agency
 - Ask
 - Articulate needs
 - Accept support
 - Accept feedback
 - Appreciate
 - Assess relationship

Everyone Needs a Mentorship

- Traits and functions (Carpenter, Makhadmeh & Thorton, 2015)
- Peer mentorship for PhD students (Lewinski, Flores, Vance, Bettger, & Hirshey, 2017)
- Inclusive mentoring (Grant & Ghee, 2015; Jones, Perrin, Heller, Hailu, & Barnett, 2018)
- Online mentoring (Lunsford, 2012; Kumar & Johnson, 2017; Welch, 2017)
- Relational approach (Gammel & Rutstein-Riley, 2016)

Doctoral Education is a Journey

- Discovery
- Collaboration
- Challenge
- Adventure
- Sense of humor



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