

INTRO TO GRADUATE EDUCATION AT UL LAFAYETTE

NEW FACULTY ORIENTATION · FALL 2023



UNIVERSITY *of*
LOUISIANA
L A F A Y E T T E

**Graduate
School**



Doctoral Universities:
Very High Research Activity
Research Doctoral: STEM Dominant
CARNEGIE CLASSIFICATION

15,219 | 2,269 (15%)

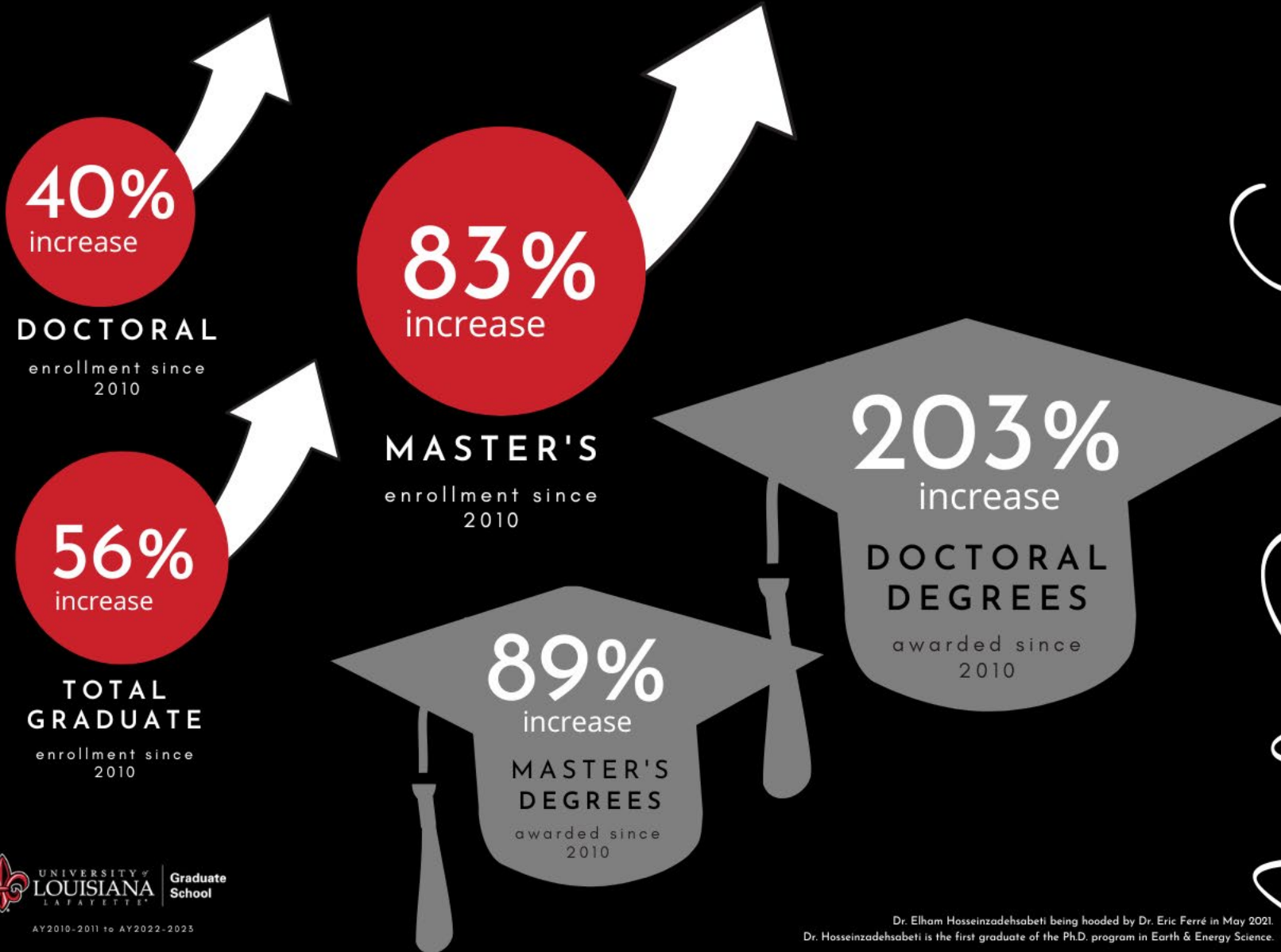
TOTAL ENROLLMENT | TOTAL GRADUATE ENROLLMENT FALL 2022

Recruitment Support | Admissions | Progression
Initial and Transfer I-20s for International Grad Students
GTA/GRA/GA Budgets and PAF Processing/Approval
Graduate Council and Graduate Faculty Membership
Professional Development & Retention Programming
Graduation Clearance and Doctoral Hooding Ceremony
GRADUATE SCHOOL SCOPE OF ACTIVITIES



GRADUATE EDUCATION

AT THE UNIVERSITY OF LOUISIANA AT LAFAYETTE





Doctoral Programs

Applied Language and Speech Science, PhD
Computer Engineering, PhD
Computer Science, PhD
[Earth and Energy Sciences, PhD](#)
Educational Leadership, EdD
English, PhD
Environmental and Evolutionary Biology, PhD
Francophone Studies, PhD
Mathematics, PhD
Nursing Practice, DNP
Systems Engineering, PhD



Masters Disciplines

Arts: Architecture, Music
Business Administration: Accounting, MBA
Education: [Athletic Training](#), Counselor Education, Curriculum & Instruction, Educational Leadership, [Elementary Education & Elementary French Immersion](#), [Kinesiology](#), Special Education - Gifted, Special Education - Mild/Moderate
Engineering: Chemical, Civil, Electrical, [Engineering Management](#), Mechanical, Petroleum, Computer Engineering, and [Systems Technology](#)
Liberal Arts: Communications, Criminal Justice, English, French, History, Psychology, Speech Pathology & Audiology
Nursing and Allied Health Professions: Nursing
Sciences: Biology, Computer Science, [Environmental Resource Science](#), Geology, [Industrial Chemistry](#), [Informatics](#), Mathematics, and Physics



Online Delivery

Accounting, MS
Business Administration, GC
Business Administration, MBA
Cardiovascular Nursing, GC
Curriculum & Instruction, MEd
Healthcare Administration, MBA
Healthcare Administration, Post-MBA GC
Industrial Coach, GC
Informatics, MS
Nursing, MSN
Nursing Practice, DNP
Population Health, GC
Psychiatric Mental Health
Nurse Practitioner, Post-MSN GC
Systems Technology, MS

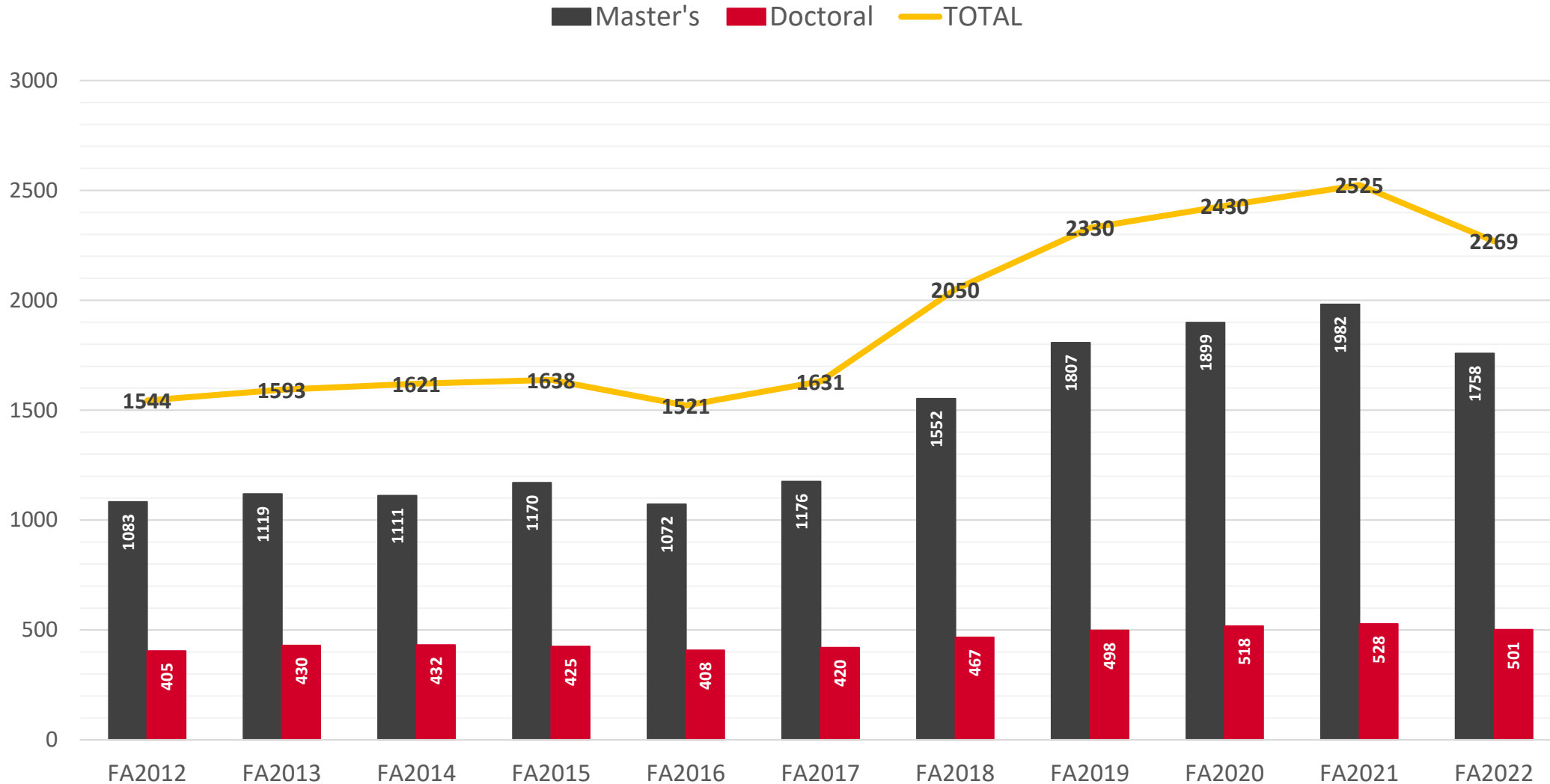


Graduate Certificate and Non-Degree-Seeking Programs

[Business Administration](#)
[Cardiovascular Nursing](#)
[Healthcare Administration \(Post-MBA\)](#)
[Instructional Coach](#)
[Population Health](#)
[Professional Writing](#)
[Psychiatric Mental Health Nurse Practitioner](#)
TESOL
Entrée
Master's + 30

GRADUATE ENROLLMENT BY LEVEL

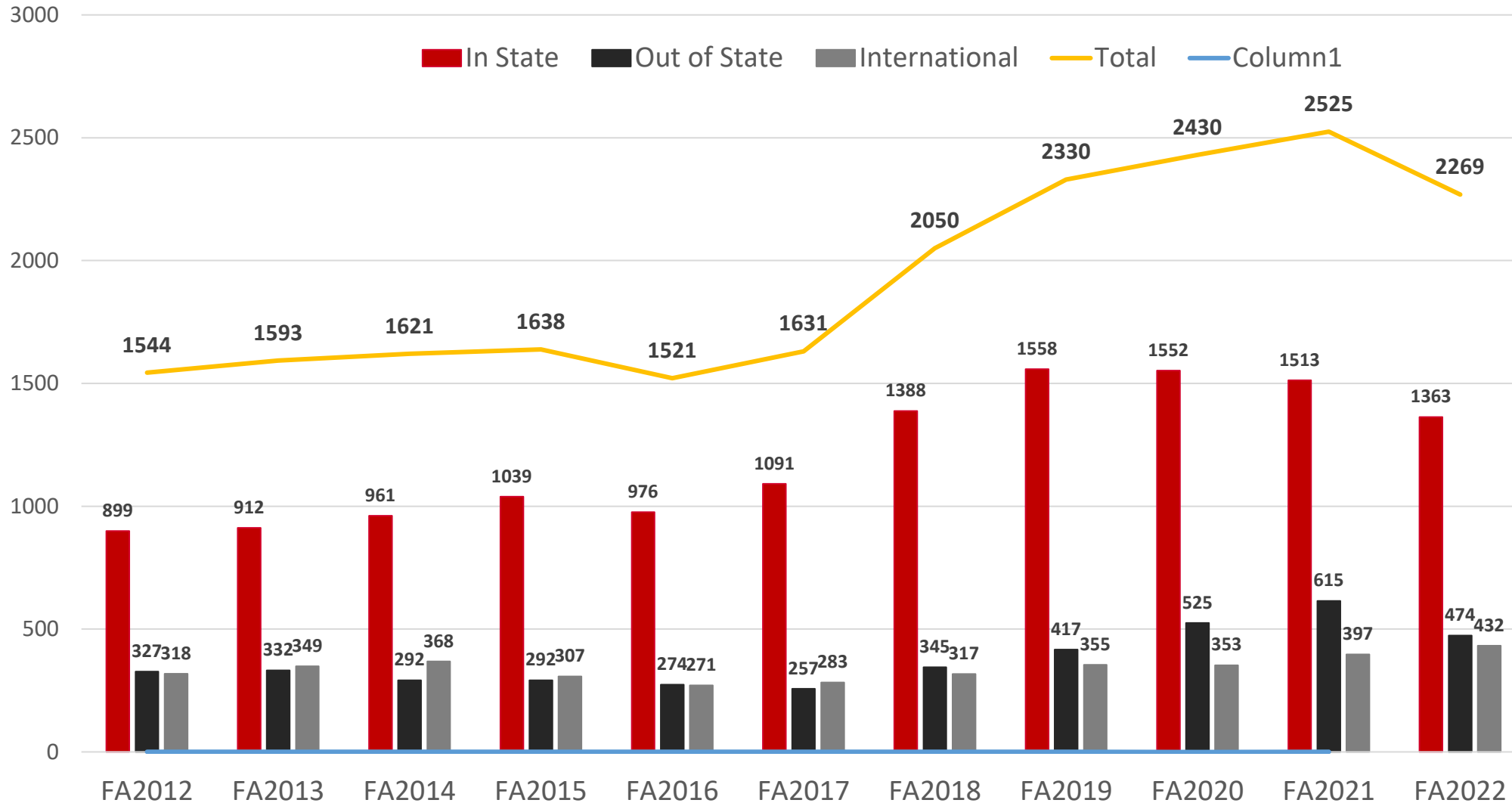
AT THE UNIVERSITY OF LOUISIANA AT LAFAYETTE



* Non-degree-seeking graduate and graduate certificate enrollment, while included in the yellow total number here, is not represented in the bar graphs. Less than 1% of our graduate students are non-degree seeking.

GRADUATE ENROLLMENT BY RESIDENCY

AT THE UNIVERSITY OF LOUISIANA AT LAFAYETTE



AS OF
FALL 2022:

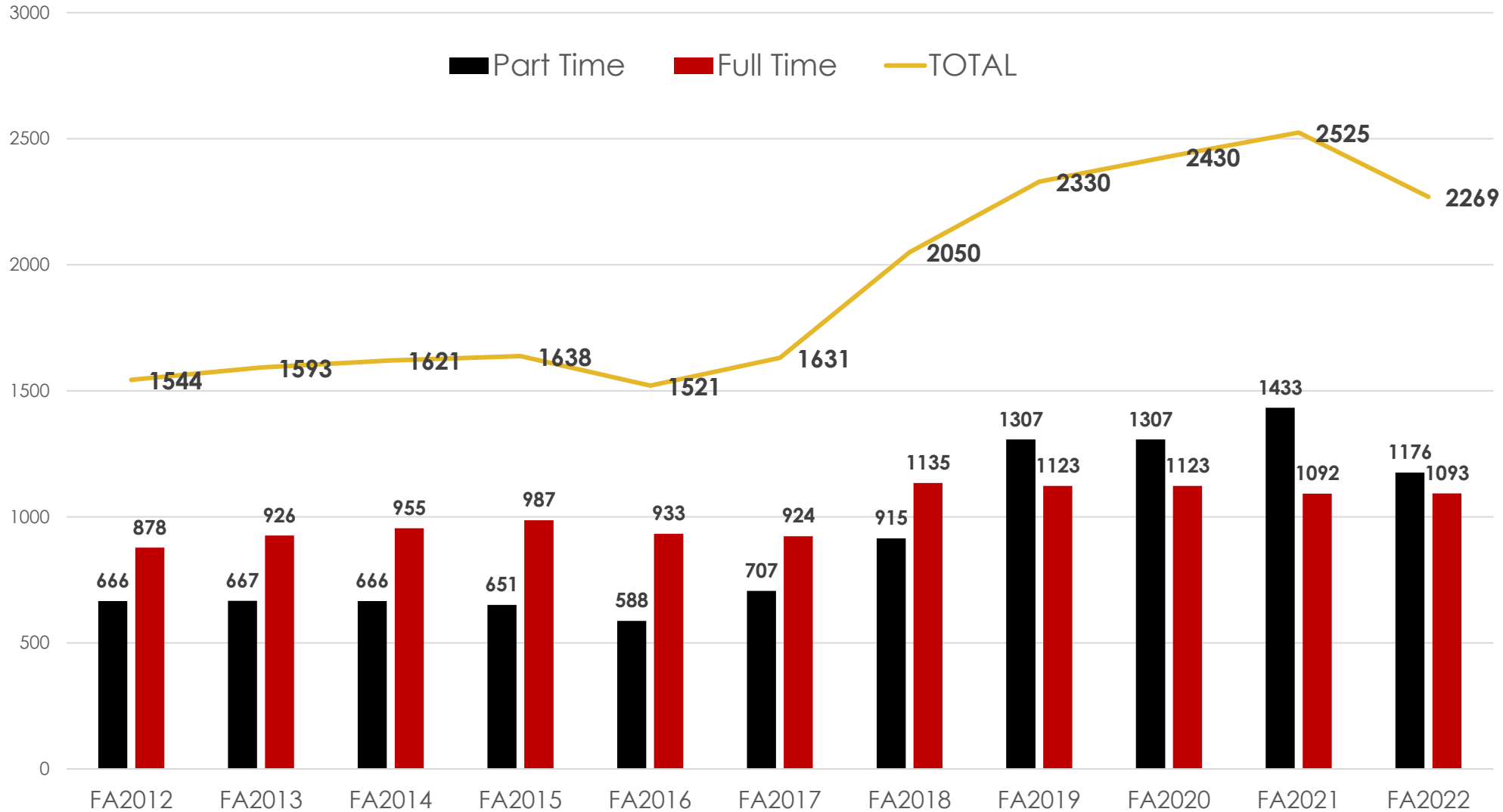
60% of our grad students are from Louisiana

21% of our grad students are from out-of-state

19% of our grad students are international students

GRADUATE ENROLLMENT BY TIME STATUS

AT THE UNIVERSITY OF LOUISIANA AT LAFAYETTE



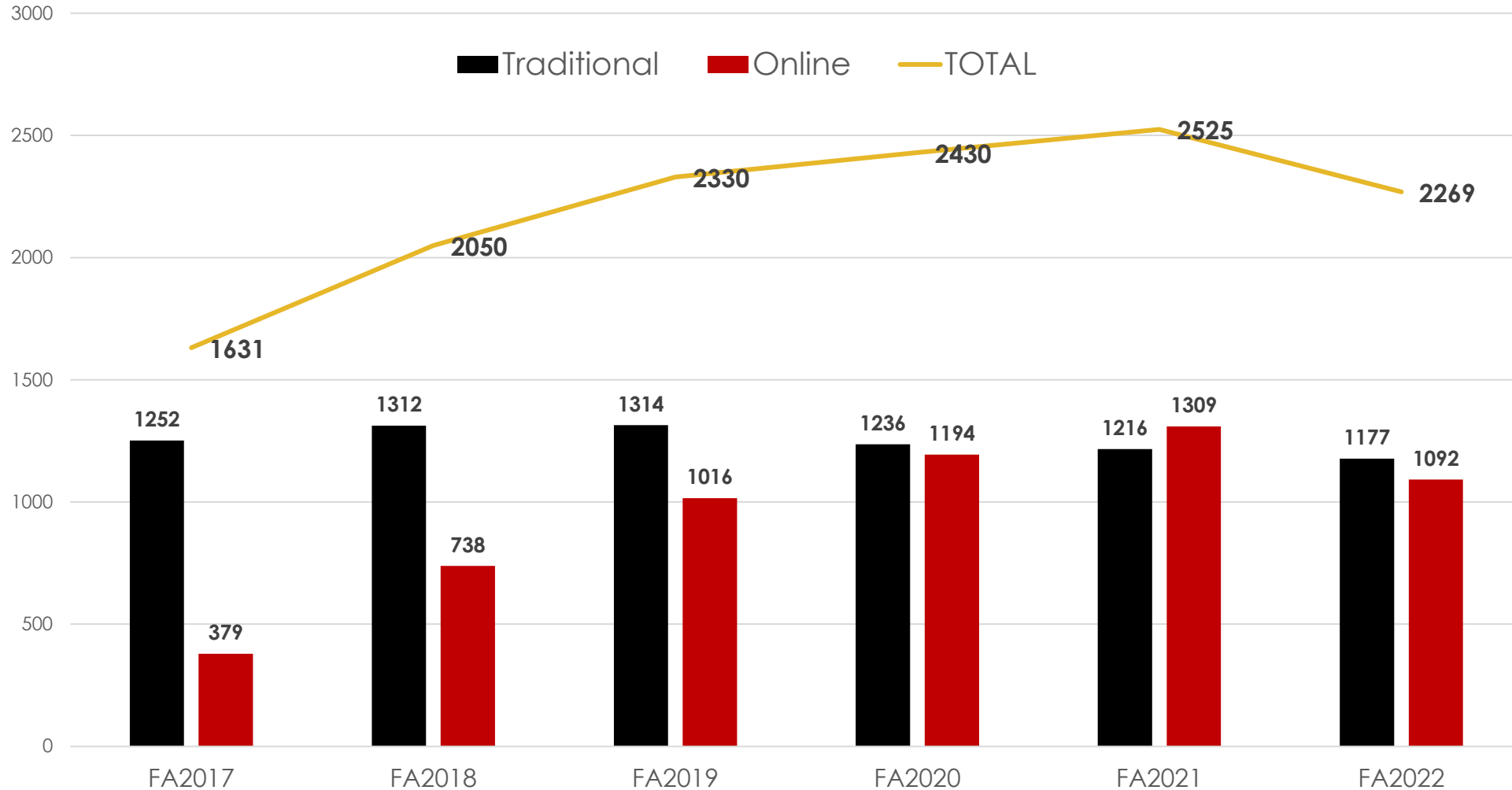
AS OF
FALL 2022:

52% of our grad students are pursuing degrees *part-time*

48% of our grad students are pursuing degrees *full-time*

GRADUATE ENROLLMENT BY DELIVERY

AT THE UNIVERSITY OF LOUISIANA AT LAFAYETTE



AS OF
FALL 2022:

48% of our grad students are pursuing degrees in a **traditional delivery** format

52% of our grad students are pursuing degrees in a **100% online delivery** format



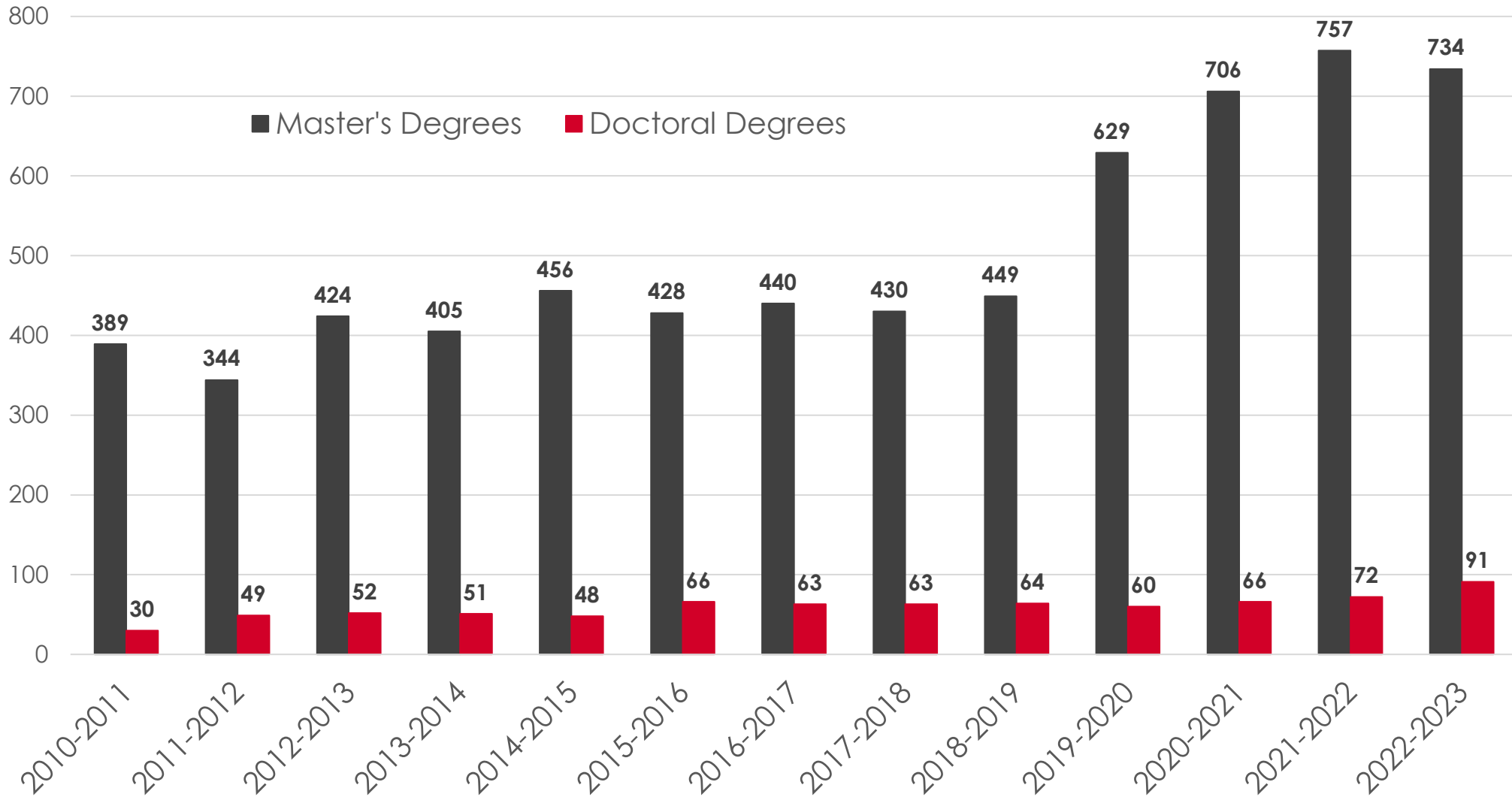
Another Degree of Success

UNIVERSITY OF
LOUISIANA
LAFAYETTE

Graduate School

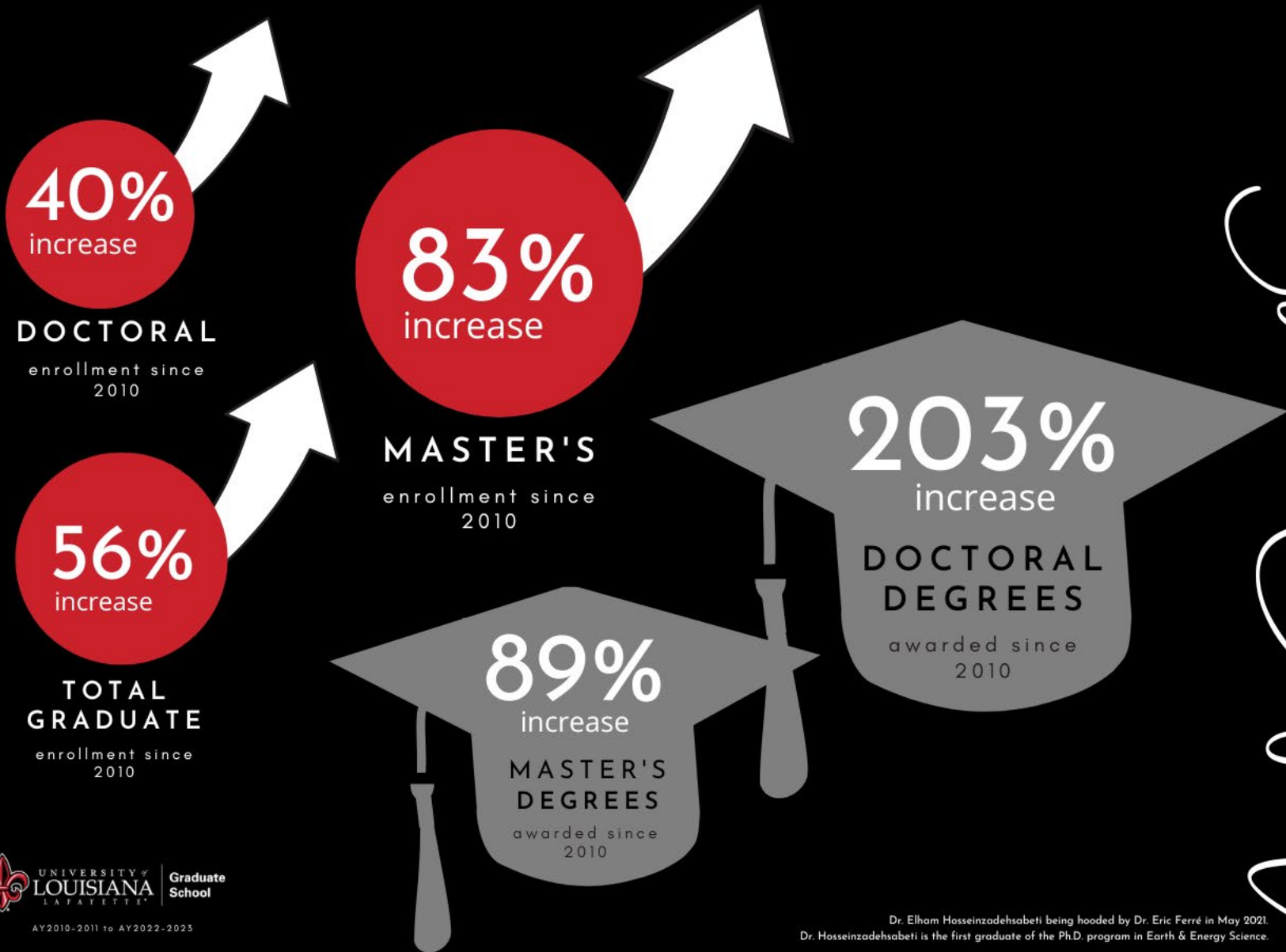
GRADUATE DEGREES AWARDED

AT THE UNIVERSITY OF LOUISIANA AT LAFAYETTE



GRADUATE EDUCATION

AT THE UNIVERSITY OF LOUISIANA AT LAFAYETTE



Carnegie Classifications

R1: Doctoral Universities
Very high research activity

R2: Doctoral Universities
High research activity

D/PU: Doctoral/Professional
Universities

M1: Master's Colleges and
Universities – Larger
programs

M2: Master's Colleges and
Universities –
Medium programs

M3: Master's Colleges
and Universities – Smaller
programs



The statistical model for the Carnegie Classification rankings relies upon seven primary variables (weights). They include:

STEM Doctoral Degrees (0.909)

STEM R&D Expenditures (0.899)

Post-doctoral / Ph.D. Non-Faculty Researchers (0.894)

Doctoral Degrees: Social Sciences (0.864)

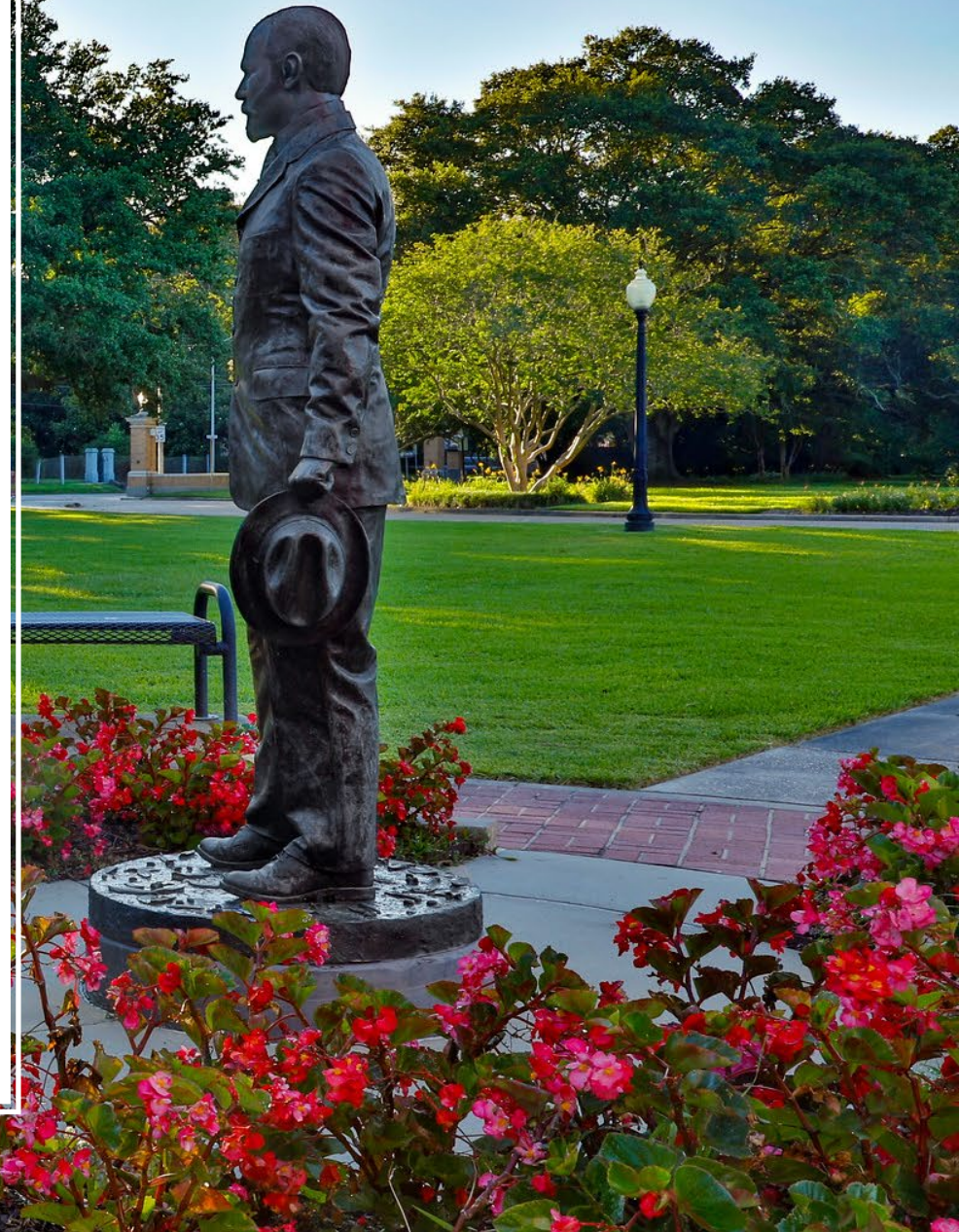
Doctoral Degrees: Humanities (0.839)

Non-STEM R&D Expenditures (0.817)

Doctoral Degrees: Other Fields (0.621)

PLUS: A key variable is the number of Faculty FTE in rank, which is used to convert the other 7 variables into per capita values.

Source: The Office of the Vice President for Research, Innovation, and Economic Development, UL Lafayette.



Four-Year 1

Institutions awarding **at least 100 doctoral degrees** that are distributed among at least 10 CIP categories (2-digit classification) with no more than 50 percent in any one category.

Four-Year 2

Institutions awarding **at least 30 doctoral degrees** that are distributed among at least 5 CIP categories (2-digit classification).

Four-Year 3

Institutions awarding **at least 100 master's, education specialist, post-master's, or doctoral degrees** with master's, education specialist, and post-master's degrees distributed among at least 10 CIP categories (2-digit classification).

Four-Year 4

Institutions awarding **at least 30 master's, education specialist, post-master's, or doctoral degrees** with master's, education specialist, and post-master's degrees distributed among at least 5 CIP categories (2-digit classification).

Four-Year 5

Institutions awarding **at least 30 master's, education specialist, post-master's or doctoral degrees**.

Four-Year 6

Institutions awarding **at least 100 bachelor's degrees** that are distributed among at least five CIP categories (2-digit classification) with bachelor's degrees being at least 30 percent of the total awards (including certificates) and awarding less than 30 master's, education specialist, post-master's or doctoral degrees.



SREB Categories

The SREB also assigns Two-Year, Technical, and Specialized institutions and colleges to distinct categories with definitions using data on program completion rates.



Become a member of the Graduate Faculty

Fall Deadline: September 15

Spring Deadline: February 1

<https://gradschool.louisiana.edu/faculty/graduate-faculty>

The
landscape
of Graduate
Education in
the 21st
century has
changed.

The big changes:

- the quantity of knowledge
- the boundaries between disciplines
- the sources and methods available
- the people engaged in graduate teaching, learning, and research

The apprenticeship model initiated in of 19th-century graduate education is insufficient in this changing landscape.

Multiple roles. Multiple needs. Multiple mentors.

The Council of Graduate Schools identifies 4 key roles played by grad faculty: advisor, supervisor, thesis/dissertation chair, mentor.

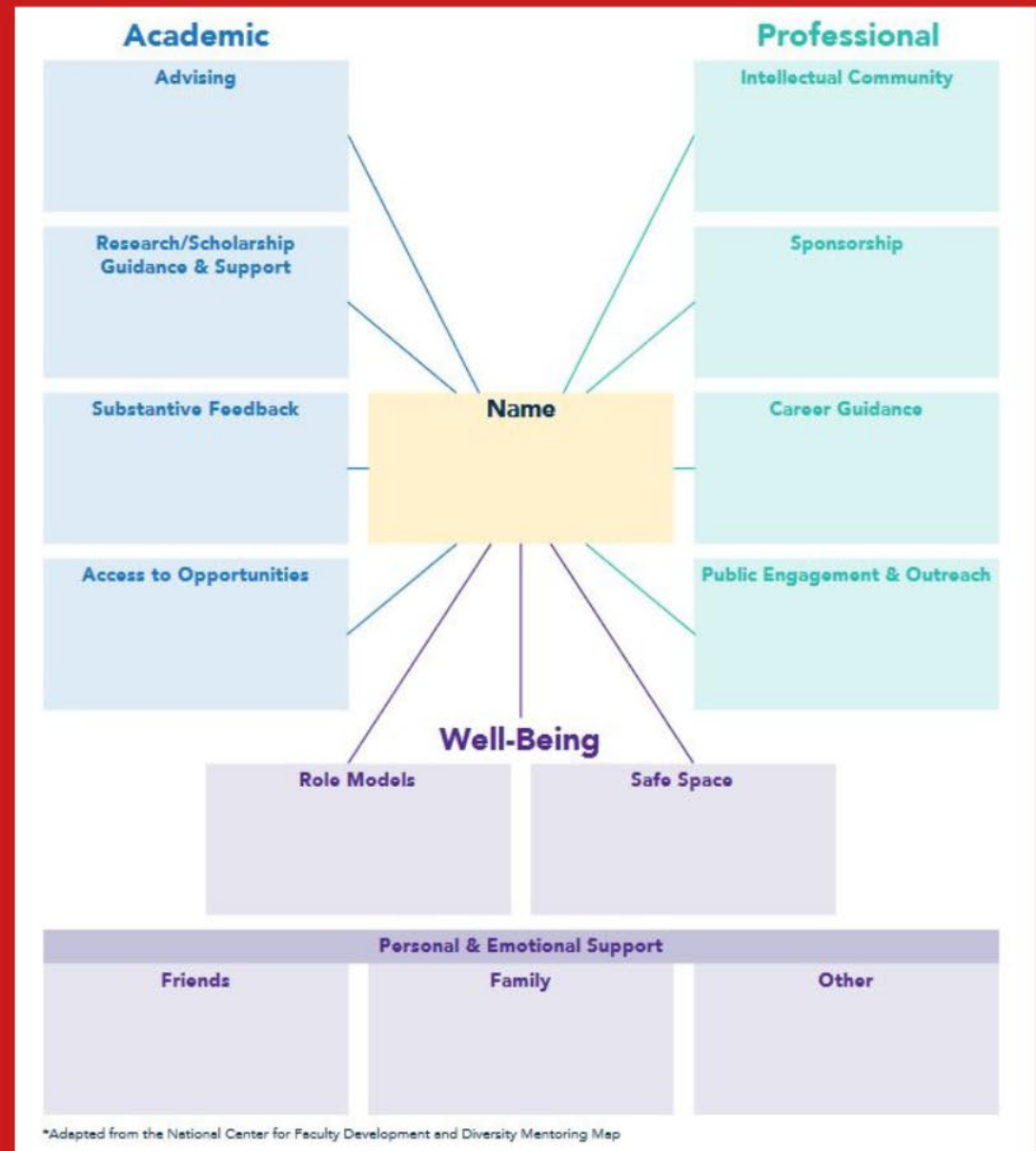
While advisors, supervisors, and chairs can certainly be mentors, effective mentoring requires a more expansive commitment to the development of a future colleague.

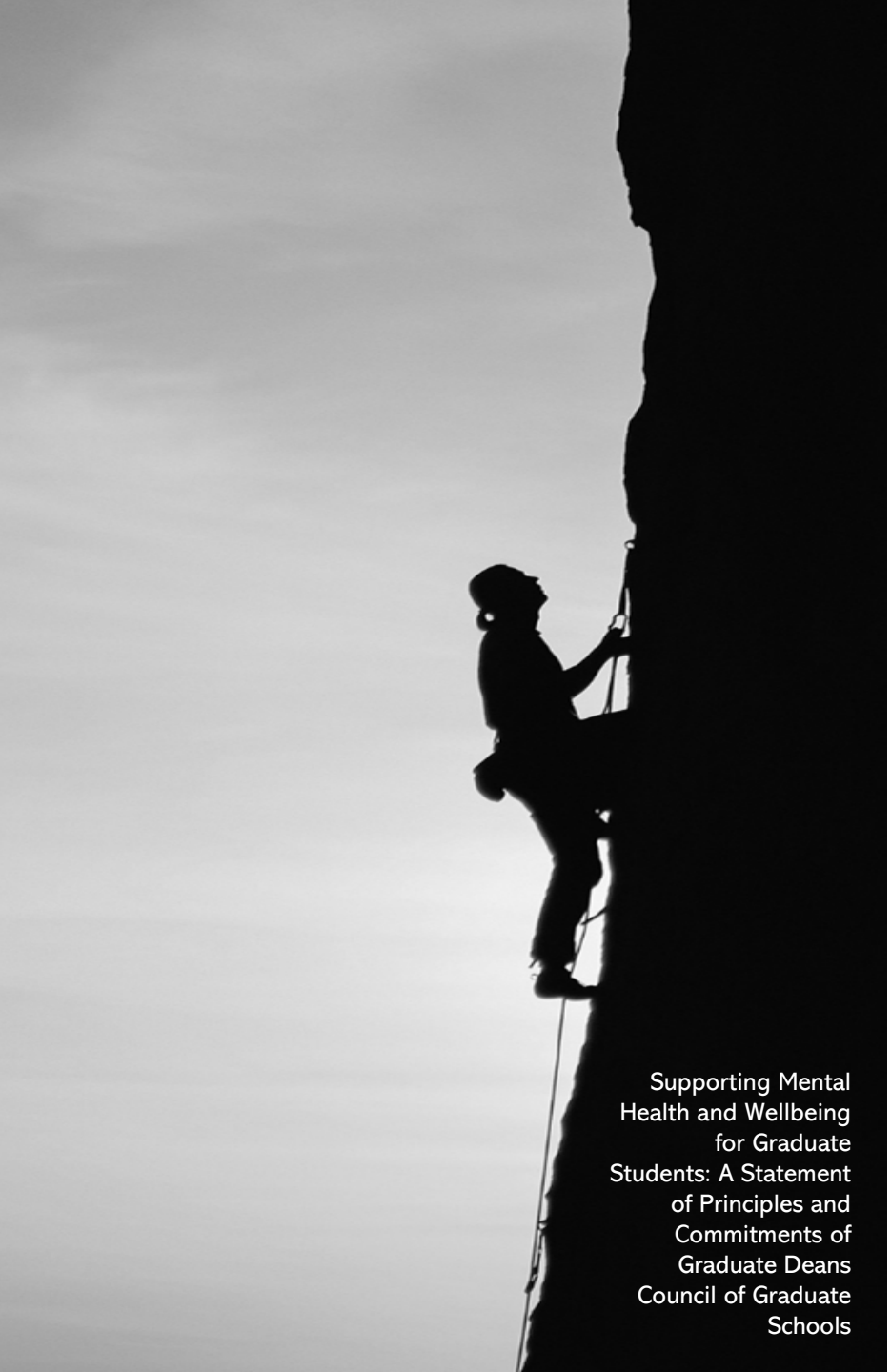
The role of advisor is usually limited to guiding academic progress.

The role of mentor is centered on a commitment to advancing the student's career through an engagement that facilitates sharing guidance, experience, and expertise.

Effective graduate student mentoring is student centered. It recognizes the whole student. It provides a holistic commitment to advancing the students' interests, needs, and goals. It also tailors mentoring styles and content to the individual student, including adjustments to differences in culture, ethnicity, gender, and other differences in student experience.

While every mentoring relationship is different, the research demonstrates that even the best faculty mentors are not able to meet all of their students' professional needs.





Creating a graduate education community where grad students thrive — not survive — is our goal.

Student-centered graduate education.

Graduate programs succeed when they provide opportunities for students to explore pathways and learning experiences that align with their interests and goals.

Educational environments that support the whole student.

Grad students are most likely to succeed when graduate programs recognize that physical, social, and emotional experiences—in addition to academics—are important aspects of any student's life.

Diversity, equity, inclusion, and access.

Diversity, equity and inclusiveness are at the core of graduate schools and programs where students from all backgrounds flourish.

Transparency.

Graduate programs best support students when they offer clear program guidelines, policies and expectations that help students understand what is required for success.



Meghan A.
Duffy, et al.,
“Supporting Mental
Health and
Productivity within
Labs.” *Neuron* 109,
no. 20 (2021):
3206-3210.

Create structure where possible.

Making the adjustment to the independence and self-structure of graduate research can be hard. Create structure where possible by articulating well-defined expectations, deadlines, short-term goals, and work hours.

Encourage students to find balance and set personal boundaries.

Help grad students find balance. Encourage them to set personal boundaries, such as creating time to exercise or care for their needs. Model this behavior.

Cultivate a safe and collaborative culture.

Create a space and place that is supportive environment of diverse teams, where all members feel valued, respected, included, and heard.

Mentor and nurture strong relationships.

Commit to advancing the students’ interests, needs, and goals. Tailor your mentoring to the individual student, and adjust for differences in culture, ethnicity, gender, and other differences in student experience.

Communicate.

Communicate clearly, transparently, and often. Embrace crucial conversations. Listen often and actively.

Supporting Mental Health and Well-being for Graduate Students

Recommendations and Priorities for Future Study

FOR GRADUATE FACULTY

Graduate faculty and supervisors are positioned to closely observe, and influence, the development of their students. We encourage graduate faculty to:

- ◇ Be transparent and clear about expectations, including expectations that students will take the time needed to rest and care of their health and well-being.
- ◇ Model the importance of work/life balance and self-care.
- ◇ Recognize and support student agency in making decisions about careers, including careers outside of the academy.
- ◇ Express concern and care for students who appear to be struggling, and be prepared to connect them to appropriate campus resources.



- Through what channel? (e-mail, text, cell, other)
- Response time
- Days / times of day available
- To what degree is the content confidential?
- Handling disagreement or conflict
- Meetings - frequency and length
- Meetings (in-person, Skype, Zoom, other)
- Meeting preparation (expectations for mentor/mentee)
- Meetings - How goal oriented should they be?
- If one of us needs to cancel, what should we do?
- How should we follow-up on meetings (e.g., summarize advice given/taken, information promised, support offered)

Establish a plan for communicating.



Like routine maintenance for your car, effective communication in grad school requires that you **set aside the time** and **put in the work** that could easily be forgotten (or dismissed) when things are easy and the drive is smooth.

DON'T IGNORE ROUTINE MAINTENANCE.

It keeps your car (and you) healthy and it gives you and your mechanic (and your advisor) the opportunity to catch problems before they get serious and costly.

Talk about expectations.

What are the student's primary area(s) of responsibility and expectations (for example, reading peer-reviewed literature, in-lab working hours)?

In what form and how often can the student expect to receive feedback regarding overall progress, writing, and other professional activities? How much time does the mentor need to provide feedback on written work?

Discuss expectations for research travel and conference attendance/participation -- and available funding.

Discuss disciplinary norms around authorship.

Discuss professional goals (short- and long-term). Identify opportunities for skills development.

Discuss the student's target semester key milestones and especially defense and graduation dates.

Discuss expectations regarding work-life balance, vacations, and other time away from campus and how best to plan for them. What is the time frame for notification regarding anticipated absences?

If conflicts or disagreements emerge, how do we plan to address them?



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LOUISIANA
L A F A Y E T T E ®

**Graduate
School**

**THANK
YOU**

