Faculty Helping Students Be Successful in Doctoral Education

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## Objectives

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<tbody>
<tr>
<td><strong>1</strong></td>
<td>Discuss what constitutes success</td>
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<td><strong>2</strong></td>
<td>Discuss what students need to be successful</td>
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<td><strong>3</strong></td>
<td>Describe programmatic, faculty, and student strategies</td>
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The San Diego Kids

Where's the pool?

Let's eat!!!

We did it!!

And we were darn good!
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

1. Level I: RCT
2. Level II-1: Control trials without randomization
3. Level II-2: cohort or case control
4. Level II-3: Multiple time series
5. Level III: Opinion; descriptive studies; expert committees
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, & Phillippi, 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
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
References


