

Orienting & Transitioning the Orientation & Transition Graduate Assistant

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Endorsed by: Graduate Student Network

The purpose of the Graduate Student Network is to foster learning, support, and professional development of NODA's graduate student members.

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Overview

- Learning Outcomes
- What?
Beeler's (1991) 4-Stage Framework of Graduate Student Adjustment & Acclimation
- So What?
- Now What?
- Lessons Learned Along the Way
- Formative Assessment Reflection

Learning Outcomes

As a result of participating in this educational session, participants will:

- Identify the 4 stages of Beeler's (1991) framework for graduate student adjustment & acclimation.
- Identify 1 adult learning theory that can support graduate student transition.
- Articulate 1 new strategy to support the orientation & transition of Orientation & Transition graduate students.



About Us



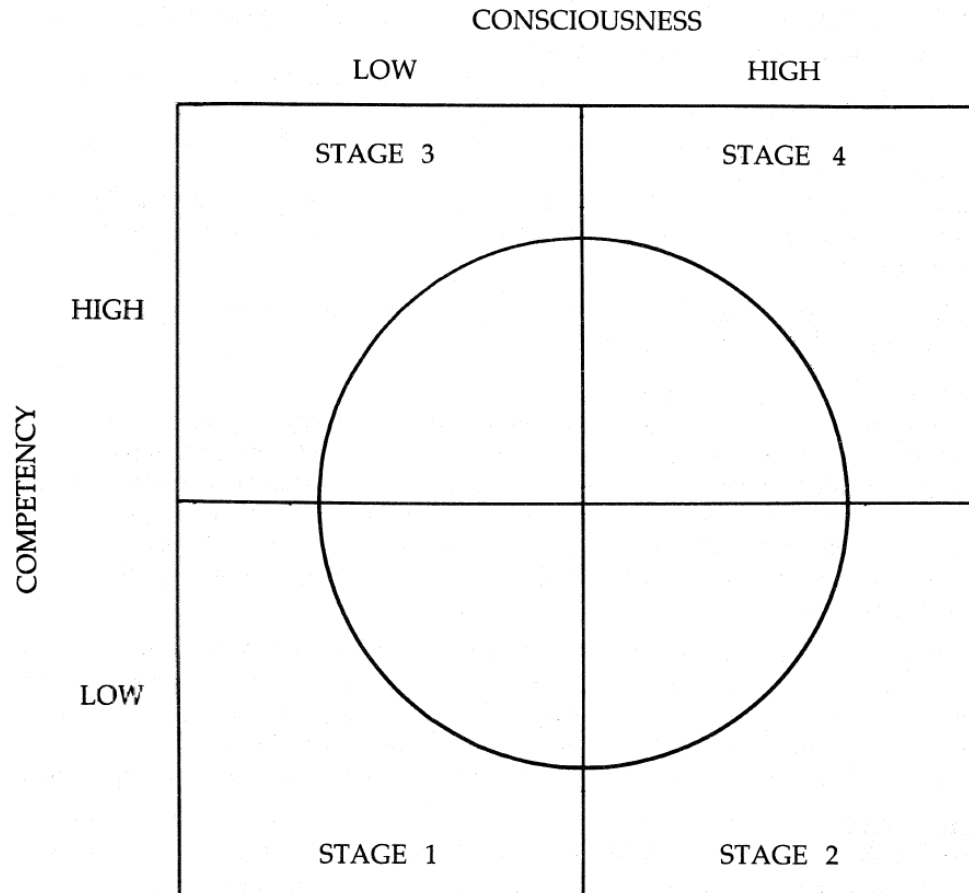
2016

NODA Annual Conference

6

What?

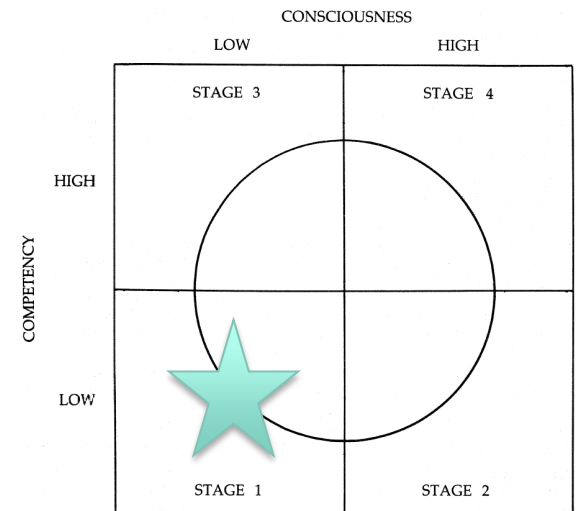
Beeler's (1991) Framework



Beeler's (1991) Framework

Stage 1: Unconscious Incompetence

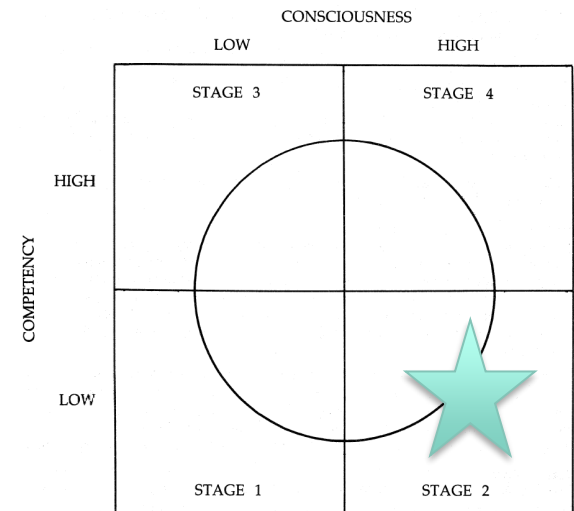
- Limited idea about what is to happen
- Inward, subconscious feeling of being academically underprepared
- Passive learning
- Masking of any incompetence
- Key questions that must be resolved



Beeler's (1991) Framework

Stage 2: Conscious Incompetence

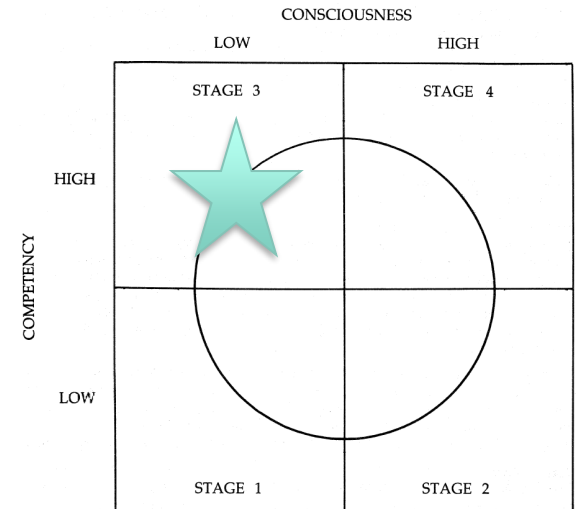
- Acceptance that may be lacking necessary academic background
- Awareness of deficits
- Reluctance to challenge ideas
- Knowledge that they don't know
- Key questions that must be resolved



Beeler's (1991) Framework

Stage 3: Unconscious Competence

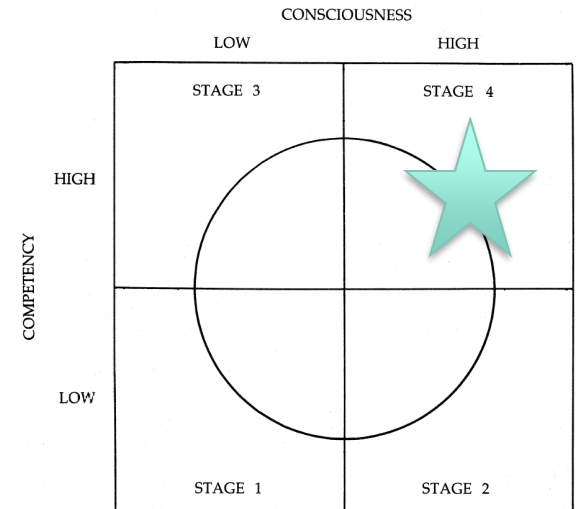
- Unaware of emerging academic competence
- Satisfaction in surviving first semester of graduate school
- Experience of self-doubt
- “Do not know they know.”
- Key questions that must be resolved



Beeler's (1991) Framework

Stage 4: Conscious Competence

- Open display of confidence in performance
- Quality
- Competence in approaching future tasks
- Active learning
- Key questions that must be resolved

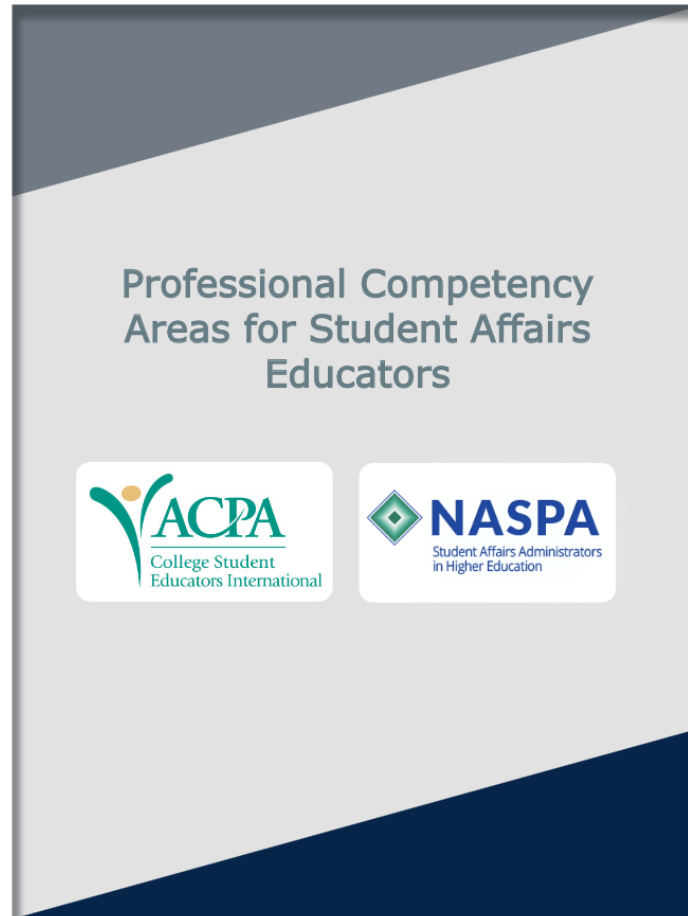


So What?

- Herdlein's (2004) findings of issues lacking in new professionals from graduate experiences
 - How the field is central to the mission
 - Navigating politics
 - Importance of cross-collaboration
 - Derive rewards from relationships
 - Take risks to make things happen
 - Writing, critical thinking & quantitative reasoning skills



So What?



Now What?

- Investment in an intentional onboarding & orientation process for OTR graduate students
 - Introducing them to the institution (processes, practices, politics, etc.)
 - Introducing them to the OTR profession

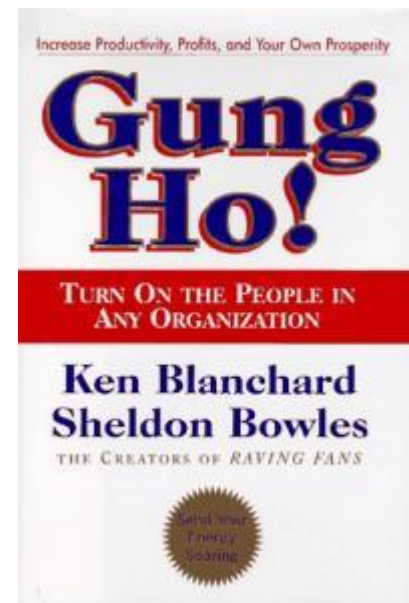


Now What?

- Utilization of Pook's (2004) findings
 - We intentionally orient undergraduate students but not graduate students. Why?
 - A successful socialization process is critical for a successful graduate career.
 - Dual socialization processes
 - An orientation process plays a key role in graduate student socialization.

Now What?

- Blanchard & Bowles's (1998) concept of Spirit of the Squirrel
 - Knowing that the OTR office will make the campus a better place.
 - Everyone within the OTR office will work toward a shared goal.
 - Values will guide all plans, decisions & actions within the OTR office.



Now What?

- Onboarding at University of Dayton
 - GA Development Committee
 - **Selection:** GA Interview Days
 - **Professional Development:** GA Orientation, competencies, evaluations, professional staff development
 - **Community Development:** Socials
 - **Supervisor Enrichment:** working specifically with GA supervisors as a tool to enhance GA experience, tools like customizable 1-on-1 agenda

Now What?

Time	Activity	Purpose/outcome	Facilitator	Audience
10a-10:20a	<p>Introductions, Agenda</p> <ul style="list-style-type: none"> • Introduce GA Committee & all GA's <ul style="list-style-type: none"> ◦ Purpose behind GA Development Committee & subcommittees • Discuss agenda and outcomes for the day 	<p>Orient Students Get them thinking about the day in the context of their upcoming GA experience Inform them about what's coming up later in the day.</p>		Grads Supervisors
10:20a-10:40a	<p>Ice Breakers</p> <ul style="list-style-type: none"> • Ice Breakers & Team Builders 	Get everyone in a more comfortable state to hear about the expectations of the GA experience; begin to introduce GA's and supervisors.		Grads & Supervisors
10:45a-12:00p	<p>Expectations & Tools to Meet these Expectations</p> <ul style="list-style-type: none"> • Divisional Expectations of Grads <ul style="list-style-type: none"> ◦ We've done a lot of work to make this an equitable experience; there is no way for us to make the day-to-day an equal experience. ◦ GA Agreement ◦ Professional Development Series <ul style="list-style-type: none"> ▪ Introduce the GA/Supervisor professional development calendar (booklet) ▪ Discuss the importance of professional development ▪ Meghan <u>Mettling</u> can talk about the importance of attendance • Divisional Expectations of Supervisors <ul style="list-style-type: none"> ◦ Developmental experience ◦ Supporting GA Professional Development (1 hr a month on the clock) • Supervisor expectations of grad <ul style="list-style-type: none"> ◦ GA Performance Evaluation <ul style="list-style-type: none"> ▪ Introduce tool, expectations of use • GA expectations of the experience <ul style="list-style-type: none"> ◦ GA Competencies <ul style="list-style-type: none"> ▪ Guide through the competency tracking process ▪ Framed around - this is what we owe GAs • Introduce GA professional development fund (remind them to use it; half used last year!) 	<p>Set common expectations</p> <p>Contrast equal with equitable</p> <p>Introduce the GA Agreement</p> <p>Set expectations of participation in programming</p> <p>Set expectations of performance evaluation</p> <p>Introduce other professional development avenues including funds and competency document</p>		Grads Supervisors



Now What?

12p-1p	Lunch <ul style="list-style-type: none"> “REAL Talk” 	Build community What does it mean to be a GA? What challenges exist in balancing the GA experience with academics & personal needs? How do you make the most of this experience?		Grads & Supervisors
GA TRACK				
1p-1:45p	Campus Ministry	Marianist Tradition of UD; Resources of Campus Ministry		Grads
1:45p-2:45p	GA Competencies <ul style="list-style-type: none"> Further exploration of the competency document Guide students through the competency tracking process Framed around - this is what we owe you from this experience YOU drive your professional development; we will help you achieve it, but it will always be your responsibility. Reference CZC - integrate your learning and living Gives you LANGUAGE to support your development needs 	What are the professional competencies of GA's? How can a GA monitor competence? What can a GA do to improve competence? How can I develop professionally?		Grads
	GA BINGO (whenever it seems appropriate... or here if it hasn't been done yet!)			
2:45p-3:00p	Wrap-up, Q&A <ul style="list-style-type: none"> HR Stuff (Modules Available, Pay Dates, Insurance, Aug. 20 University GA Orientation) Review materials & resources covered Take questions & answers CSP & Non-CSP 	Highlight the important take-aways of the day, answer burning questions		Grads
3:00p	(Optional) Walking tour of Campus	Identify important campus buildings, student development staff and their offices, campus partners, etc.		Grads
SUP TRACK				
1:10-1:15	Welcome to Supervisor Track & Intro Subcommittee Members Share Subcommittee's Charge Track Schedule Overview Pass out evaluation	Goal 1		Supervisors
1:15-1:40	Discuss and Share Survey Results <ul style="list-style-type: none"> Roundtable Topics Professional Development Workshop (Jan) Share Supervisory experience/expertise 	Goal 2		Supervisors



Now What?

1:40-2:00	<p>Supervisor Expectations/Tips/Recommendations</p> <ul style="list-style-type: none"> ● Discussion- <ul style="list-style-type: none"> ○ What does developmental experience look like? ○ Selection/Rehire ○ Similarities/Differences b/n GA positions ○ CSP/HED vs. Non-Shouldn't Matter ○ Tools to support supervisor relationship <ul style="list-style-type: none"> ■ transition to resources 	Goal 2,3		Supervisors
2:00-2:20	<p>Discuss and distribute Supervisor Resources</p> <ul style="list-style-type: none"> ● General Supervisor Timeline <ul style="list-style-type: none"> ○ handout & booklet ● GA Matrix ● One on One tool ● GA Professional Development Funds ● Supervisor Enrichment Calendar ● Links to Google Docs <ul style="list-style-type: none"> ○ committee contact info, matrix, GA job description, competency and performance <u>eval docs, etc</u> 	Goal 4		Supervisors
2:20-2:30	<p>Wrap Up</p> <ul style="list-style-type: none"> ● Reminder-Grad School's mandatory orientation ● collect evaluations 			Supervisors



Now What?

Using Adult Learning Theories

- “Theories that provide insight into how adults learn and can help instructors be more effective in their practice and more responsive to the needs of the learners they serve” (U.S. Department of Education, Office of Vocational and Adult Education, Teaching Excellence in Adult Literacy – TEAL Center, 2011, p. 4)



Now What?

Using Adult Learning Theories

- Knowles's (1980) Theory of Andragogy

Andragogy: the art and science of helping adults learn

Basic Assumptions of an Adult Learner

- Moves from dependency to increasing self-directedness
- Draws on life experiences
- Ready to learn when assuming new roles
- Problem-centered
- Motivated by internal factors

Now What?

Using Adult Learning Theories

- Tough's (1971) Theory of Self-Directed Learning

Self-directed learning: a process in which individuals take the initiative, without the help of others in planning, carrying out, and evaluating their own learning experiences

Elements of Self-Directed Learning

- Informal process
- Primarily taking place *outside* the classroom
- Easy incorporation into daily routines
- Can be isolated or engaging



Now What?

Using Adult Learning Theories

- Mezirow's (1997) Theory of Transformational Learning

Transformational Learning: learning that changes the way individuals think about themselves and their world, often involving a shift of consciousness

Characteristics of Transformational Learning

- Need to challenge others' assumptions
- Encouragement to consider various perspectives
- Reflective discourse
- Complete and accurate information about discussion topic
- Environment of acceptance, empathy and trust



Now What?

Using Adult Learning Theories

- McClusky's (1970) Theory of Margin
 - Margin in life = L (Load) $>$ P (Power)
 - Margin in power = $P > L$
 - Margin in power **MUST** exist for learning to happen

Lessons Learned Along the Way

- Take time to invest in onboarding & orientation for your graduate students
- Socialize your graduate students into your office culture, academic study & the profession
- Invest in graduate student community development & graduate student supervisor enrichment
- Consider Dr. Rendon's validation theory & its influence on your grads



Formative Assessment Reflection

What is 1 strategy that you can utilize in your orientation and/or transition office to support the orientation and/or transition process of your graduate student/assistant?



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of this presentation.

THANK YOU

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