

Reflections on Ten Years of Preparing Graduate Students for the Professoriate at an American Research University

Authors : Samuel Olugbenga King

Abstract : Using a reflective analysis tool to provide both local and global perspectives, this study focuses on the longitudinal evaluation of the Graduate Student Development (GSD) initiative, the Preparing Future Faculty (PFF) program. The reflection process involves examining the past and present to identify challenges, and culminates in the creation of an action plan to address barriers to further growth and teaching development of graduate students, thus positively impacting student experience. The outcomes of the reflective critique of the PFF program indicate that lack of mentoring as well as inadequate feedback and funding are barriers that need to be addressed to positively impact the graduate student experience. Consequently, interventions, such as peer and student evaluations, and alumni surveys are highlighted as pragmatic modes of addressing the inadequate feedback and mentoring barriers. However, funding remains an ongoing challenge. This article is a contribution to the literature on the use of critical reflection approaches to investigate and evaluate specific programming that focuses on enhancing the graduate student experience and development.

Keywords : graduate student experience, longitudinal reflection, quality enhancement, teaching

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