



March 21, 2019

3:30-5 pm Cunz Hall 330

Theme: Building Relationships with Faculty to Get Things Done

Guest: Brian Orefice, Assistant Dean of Graduate Studies, College of Arts & Sciences

Attendance: 9

Welcome/Introduction: Alisa Tate (EHE)

- Information on AGPA Conference
 - She met with conference chair; Kickoff meeting is April 10 at the Ohio Union
 - We need buy-in for the conference and need more member contributions
 - There is a theme selected and the framework is in place
 - Need help with outreach, proposals/Call for proposals
 - She will email the AGPA listserv to request support
- Brian introduces self and background. He began at OSU in 1997 and did bachelor and graduate work here. Previously worked in Honors & Scholars at OSU. He teaches here and at University of Miami (Fl).

Building Relationships with Faculty: Brian and group discussion

- Faculty and administrators can holistically provide best student experience
 - Symbiotic relationship
- He provides several questions for audience input.
- Primary role with students?
 - Varied across audience. Recognition of graduate students' specific experiences.
- Staff vs. Faculty responsibilities
 - Staff role in dealing with day-to-day business and bureaucratic issues
- Relationships w/faculty/staff in department
 - Varies among faculty; some are in supervisory roles (Grad Studies Chair, etc.)
 - Importance of getting faculty buy-in for recruitment
- Administrative Culture, Faculty Culture, and Org Theory
 - Admin/Faculty often aren't familiar with each other's roles
 - In admin culture, more focus on collaboration and student's experience at university (not just in program)
 - In faculty culture, more focus on autonomy and academic freedom, different relationship with students (students as learners), different reward system (focus on research)
 - Dual roles: Faculty become admins and vice versa
 - Interest in taking on admin work varies
 - Admins who teach can gain understanding of the different hierarchy facing faculty (Full, Associate, Assistant professor, etc.).
- Book: Bolman & Deal, *Reframing Organizations*
 - Framing: mental model/set of ideas and assumptions you have
 - Reframing: ability to break out of framing
 - Four Frames
 - Structural: Org charts, everyone has a distinct role, stay in your lane, not collaborative





- Human Resources: assess skills and make sure you are utilizing the skills of those involved
 - Political: Power structures and alliances
 - Symbolic: rituals, looking for appropriate person to do a task, focus on image.
- Role confusion, sources of org ambiguity (what's the problem, what do we want, who is supposed to do what)
- Questions:
 - 1: How do you collaborate with faculty in your role?: Graduate studies committee, fellowship committee; navigating role as person responsible for structure and rules; staff role: navigating university policies; setting up relationship at beginning of new task/assignment and providing deadline and steps to faculty; importance of using grassroots techniques with faculty
 - 2: Successes? Getting other person to recognize their role, what people bring to the table.
 - 3: Challenges? Needing to establish role, challenges of getting everyone on same page
 - Difficulties with communication, gaining trust
 - Making sure program rules line up with Graduate School rules
 - Setting clear expectations
 - Faculty used to being autonomous; can be pushback to new administrative policies; needing to know reasons for policies
- Brian/Group Discussion
 - Current role (College of Arts & Sciences): Balancing college and program needs
 - Past role at University of Miami (in charge of orientation), needed to navigate student services vs. faculty expertise and creating programming
 - Notes differences in faculty/staff culture (methods of idea generation), discussion of collaboration
- Opportunities for collaboration (*there are more on the list, but we covered these two*)
 - 1: Recruitment/Outreach
 - Need to learn what faculty are looking for in students, collaborate on yield events, stay on message
 - Passive vs. strategic recruitment: can't just rely on program's existence to draw students
 - Staff can help with being more proactive about recruitment and using existing tools
 - 2. Orientation
 - Structure varies among departments as does the person coordinating it (staff or faculty-led)
 - Community building and leveraging current graduate students
- Successful partnerships
 - Meaningful, reciprocal, and responsive
 - Are not pseudo collaborations (i.e. people see value of each other's roles)
 - Steps in building the relationship:
 - 1. Be confident in what you bring to the table
 - 2. Make the connection and build the relationship before you start the task (relationships take patience, cultivation, and work)





- 3. Reinforce the connection: check in every semester or so and remind them of your role and the assistance you can provide
- 4. Build the relationship: in-person connections
- 5. Go collaborate: Identify areas of mutual interest where collaboration would benefit both of you.

April 18, 3:30-5, Smith Lab 4012

Recruitment and Retention of Diverse Graduate Students, with La'Tonia Stiner-Jones (College of Engineering)

May 16, Time & Location TBD

AGPA Social Event

June 20, Time & Location TBD

Implicit Bias with Lena Tenney (Kirwan Institute for the Study of Race and Ethnicity)

July 11

AGPA 2019 Conference

- *For more information and resources from the Association of Graduate & Professional Administrators, visit <http://u.osu.edu/agpa/>*
- *To join the email listserv, visit www.go.osu.edu/joinagpa*

