

Synergies Between Graduate and Undergraduate Education

MAGS Meeting

April 22, 2010

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Overview

- Balancing graduate and undergraduate education in the university setting
- Interaction between graduate and undergraduate education
- Reworking/expanding an existing program
- Introducing a new initiative
- Wrap-up



Balancing Graduate Education and Undergraduate Education in the University Setting

- Graduate education can sit uncomfortably in an university administrative structure
- In institutions vigorously committed to undergraduate education, the argument for its existence has to consciously define a positive dynamic between graduate and undergraduate education in addition to its role to advance knowledge and serve society in a variety of professional ways



Balancing Continued...

- Loyola Chicago's new strategic plan privileges undergraduate education
- One strategy to highlight the importance of graduate education in the training of undergraduates and showcase the centrality of graduate education to the University's mission is to demonstrate the synergies between the two educational levels



Focus on two examples

- Reworking/expanding an existing program: the 4 + 1, accelerated, combined, or dual Bachelor's/Master's degree
- Introducing a new graduate/undergraduate mentoring program



Combining the Bachelor's/Master's Experience

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**"Sorry, but you need at least a Masters
to get into the Deep Woods."**



As a recent CGS publication has pointed out, a BA degree is not “sufficient for future success.”



The Bachelor's/Master's Attraction

In its **Facts at a Glance** page for undergraduate admissions, Loyola includes its combined degree programs as one of its attractions for undergraduates.

- Study abroad
- Interdisciplinary programs
- **Five-year programs: Loyola's more than 15 combined bachelor's and master's degree programs enable students to complete both degrees in about five years.**
- 3 + 3 early admission program Loyola's School of Law
- Early assurance program to Loyola's Stritch School of Medicine



Eight of the Five-Year Programs Fall Under The Graduate School

- BS/MS Applied Statistics
- BS Computer Science/MS Information Technology
- BS Computer Science/MS Software Technology
- BS/MA Criminal Justice
- BS/MS Mathematics
- BA/MA Political Science
- BA/MA Sociology
- BS/MS Applied Human Perception and Performance
- BS/MA Applied Social Psychology



Program Challenges

- BS/MS programs first appeared in mid-to-late 1990s at Loyola, followed by a few BS/MA and BA/MA programs
- Represent a variety of approaches, some less successful than others
- Central feature in most of the program descriptions is utility (efficient, cost effective, jump-start professional development)
- Reasons focus on the enhancement of the undergraduate experience and can be very appealing to parents as well as undergraduate students
- Challenge is to demonstrate that enhancement can be a two-way street: good for undergraduates and good for graduate students



Our Plan: Reposition programs as an enhancement to graduate as well as undergraduate education

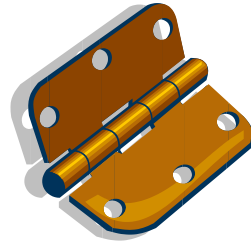
- Re-orient programs as necessary to correct some structural problems
 - Standardize basic admission requirements
 - Begin Master's program only in fall semester
 - Begin program with the introductory course required for the degree
- Have Graduate Programs Directors prepare statements about how these programs enhance their department's graduate experience



Our Plan Continued...

- Establish an orientation program for new B/M students in the fall of their senior year
- Work with GPDs to focus on the creation of a graduate student mentoring structure pairing new B/M students during their senior year with more senior graduate students





- Present the Bachelor's/Master's intersection as a hinge that creatively connects the UG and Grad experience
- Showcase role of Master's education in preparing students for professional opportunities and community-centered contributions to society



Graduate/Undergraduate Research Mentoring Program



"Go on! You can do it! You can be a mentor!"



Graduate/Undergraduate Research Mentoring Program

- Pilot Summer 2009; Full program Summer 2010
- 6 – 8 week summer program
- Pairs Grad with UG on research
- Bi-weekly seminars
- Stipends for both students
- Additional \$ for research budget



Criteria for Participation

Grad Student-

- Doctoral Student at or near Candidacy
- In need of Research Assistant
- Strong interest in mentoring experience

Undergrad Student-

- Junior/Senior standing
- Academically strong
- Interest in Graduate School



Structure

- Begin Early Summer
- 6-8 weeks/~10 hours per week
- Seminars including: GRE prep, researchers from various disciplines – both internal and external to university
- Meet with Graduate Faculty Advisor
- Presentations at completion of program
- Presentations of research at University Symposiums for both Graduate and UG Research



Benefits

Graduate Student -

- ✓ Get assistance on research
- ✓ Gain real-world experience as mentor to UG
- ✓ Earn \$
- ✓ Excellent addition to CV



Benefits

Undergraduate -

- ✓ Get intensive research experience
- ✓ Develop relationship with someone closer in age and experience
- ✓ Develop greater understanding of graduate school
- ✓ Earn \$
- ✓ Gain experience in presenting research findings



Research Mentoring Website

- http://www.luc.edu/gradschool/Research_Mentoring_Program.shtml



Wrap-Up

- Increasingly, universities across the nation are confronting the challenge of defining the relationship between undergraduate and graduate education
- Loyola Chicago's strategy is to foster a collaborative environment
- The goal is to showcase the importance of graduate education in the life of the university

