Before We Get Started…

- **Join WiFi "Eduroam" with NDID and Password**
  - If you cannot remember please sign on as a guest

- **Download ND Mobile App (any app store)**
  - Set your persona as "Graduate Student"

- **Share Your Moments**

#mendozacollegeofbusiness
#growthegoodinbusiness
Follow IG: @notredamebusiness

Need to Know for Now Irish Programming

- Go Bag
- Schedule
  - Attendance and participation expectations
  - Closing Event (Friday, June 14)
- Food Allergies or Preferences
- Becoming Irish Items - *closes on June 21*

Mendoza

- Restrooms (east & west ends)
- Team Rooms
  - Mendoza (Irish1card swipe access)
  - Follow posted capacity guidelines
- Other study spaces
  - Mendoza 149 | Specialized Master's Student lounge (two stories)
  - Mendoza Atrium
- After-hours building access
  - Irish1Card
  - Pin Number (unique 4-digit set when you registered your card)

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Owning Your Experience & Academic Excellence

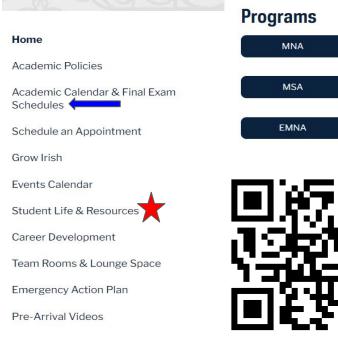## Mendoza Graduate Student Life

UNIVERSITY OF NOTRE DAME | MENDOZA COLLEGE OF BUSINESS

Agenda Overview

- Specialized Master Program Portal
- Academic Policies and Codes
- Academic Excellence

Specialized Masters Student Portal
mendozamsportal.nd.edu

Home

Academic Policies

Academic Calendar & Final Exam Schedules

Schedule an Appointment

Grow Irish

Events Calendar

Student Life & Resources

Career Development

Team Rooms & Lounge Space

Emergency Action Plan

Pre-Arrival Videos

Programs

MNA

MSA

EMNA

MSF

MSM

MSBA

MSBA Concentration - Sports Analytics

Degree Program tabs include:
- Program Requirements
- Course Schedule for Each Term
- Student Directory, etc.

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Course Registration Details

Lock-step (cohorted) degree program, therefore:

- Administratively registered for courses by Academic Operations and your Graduate Student Life Advisor:
  - Kim Brumbaugh (MSF)
  - Hermalena Powell (MSBA-SA)
- Typically enrolled 4-6 weeks before the next term begins
- Program curriculum only offered once during the length of the program

Summer Session Dates

Summer Sessions

June 3 - July 27	Master of Science in Accountancy *Accounting Immersion Program (AIP) - Online*
June 17 - July 26	Executive Master of Nonprofit Administration
June 17 - August 2	Master of Science in Business Analytics - Sports Analytics
June 17 - August 15	Master of Science in Finance
June 24 - August 16	Master of Science in Management

Although scheduled during Summer 2024, August 5-August 16 is technically part of Fall 2024 term.

Fall Classes begin on Monday, August 26

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Academic and Community Expectations

- *Academic Code of Business Graduate Programs*
  - Policies and regulations governing attainment of academic credit and degrees
- *Graduate Academic Code of Honor*
  - Student and faculty expectations & responsibilities for honorable conduct in all academic activities
- *du Lac: A Guide to Student Life*
  - Central resources for ALL students (undergraduate, graduate, professional)

Academic Code

- Section 4.3 Grades
  - Passing grades: A (4.000) through C- (1.6667) or "S"
- Section 5.3.1 In Good Standing**
  - To maintain academic good standing, a business graduate student must achieve a cumulative G.P.A. of at least 2.800 in every semester.
- Section 5.4.1 Academic Dismissal
  - Dismissal will result from:
    - i) two consecutive terms on probation
    - ii) a term G.P.A. below 2.300

**Good Standing | What else?

- **ND Roll Call**
  - Declaration of intent to enroll
  - 7-10 business days before start of term
  - Email prompt and reminders from Registrar Office
  - Failure to act results in separation from ND
- **Student Account Holds**
  - Financial
  - Immunizations
- **Course Instructor Feedback (CIF)**
  - Email prompt and reminders from University
  - Due typically week before finals
  - Failure to act results in grades held for seven business days after posting
  - Program leadership cannot see written comments nor can they open CIFs past the deadline.

Academic Code of Honor

In Your Own Work

All submitted work must be your own —no matter how small or insignificant the assignment, whether it is graded or ungraded, a draft or a final version

In Working with Other Students

- Collaborative study that has been explicitly forbidden by your instructor is also forbidden by the Honor Code
- Be mindful about sharing information, especially between groups or during a quiz or exam

What is Your Responsibility

- Be sure to learn from each of your instructors how the Honor Code applies specifically to that course; clarify any questions you have about individual and group work
- When in doubt--ASK

Honor Code Violations

- Plagiarism - Submitting <u>without citation</u> work that incorporates someone else's ideas

- Giving or receiving unauthorized aid on an exam or quiz

- Falsifying data of any kind

- Giving a false reason for requesting a make-up examination, an extension on an assignment, or an excused absence

- Turning in the same work for two or more courses without the explicit approval of all of the instructors involved

- Failing to take responsible action upon witnessing or becoming aware of an Honor Code violation

Honor Code Pledge

- Every Notre Dame graduate business student is expected to make the ethical and moral commitment to act honestly and to not tolerate academic dishonesty on the part of other students

- **The Graduate Business Honor Code Pledge**

  "The MCOB graduate business students, united in a spirit of mutual trust and fellowship, mindful of the values of a true education and the challenge posed by the world, agree to accept the responsibilities for honorable conduct in all academic activities, to assist one another in maintaining and promoting personal integrity, and to abide by the principles and procedures in this Honor Code."

du Lac: A Guide to Student Life

- Office of Community Standards
  - We are all responsible for creating a safe and vibrant campus community
  - "We expect members of our community to conduct themselves with integrity and reflect the values of an institution that believes deeply in the education of the mind and the heart – allowing you and our community to flourish."

- Office of Institutional Equity & Title IX
  - Overview and resources next week
  - More information and reporting: **titleix.nd.edu and GreenDot**

Your Actions and Behavior Directly Impacts Academic Excellence

Embrace the Tradition of Excellence

What will your experience be like?

- **Challenging**
  - Community
  - Communication
  - Resiliency
- **Transformational**
  - Share generously
  - Open yourself to coaching
- **Unexpected**
  - Take risks in your learning
  - Live your values

"Whatever you value, be committed to it and let nothing distract you from this goal. The uncommitted life, like Plato's unexamined life, is not worth living."

~The Hesburgh Papers, 1979

Owning Your Experience and the Role of Graduate Student Life

Four E's of Graduate Student Life:

- **Enrich**

- **Empower**

- **Encourage**

- **Expect**

Be you, just the best version of yourself

What does it mean to be the best version of yourself?

- **Accountable and work ethic**
- **Attendance and participation (ROI)**
  - o Active Learner
  - o Collaborate
  - o Leaders v. Leadership
- **Make the program your job**
- **Self-awareness**
  - o Understand your values and culture
  - o Respect others values and culture
  - o Collectively live ND values: Responsibility, Excellence, Integrity, Leadership, & Spirituality

Tips & Reminders

- Get Ahead Early
- Accept Responsibility
- Comparison v. Confidence
- Syllabi & Learning Outcomes
- Graduate Student Mindset

Communication with Faculty

- Faculty own their classroom (content, structure, grading)
- Attendance Policy
  - Varies across faculty
  - In attendance from first day of term through end of term and finals
- Exam Schedule
- Managing Conflicts
  - avoidable v. unavoidable
  - transparency and advance notice

Communication in General | Listservs

- University-wide (Fr. Dowd, Provost, etc.)

- High-level ND (Parking, Risk Management, Athletics, etc.)

- Mendoza-specific (Dean's Office, IT, etc.)

- Mendoza Graduate Student Life-specific (MendozaGSL@nd.edu)

- Degree Program-specific (dedicated listservs @nd.edu):

  - mcob-students-MSBA-SA-list
  - mcob-students-MSF-list

- Faculty to Student - Canvas or direct emails

- Student to Student (peer-to-peer, student associations)

Final Thoughts…

- Why are you here?
- What has been your academic experience to date? Are you comfortable with that narrative/timeline?
- How do you define excellence?
- How do you define success in the different areas of your academic, personal, and professional live?
- Set 1-3-5 goals

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Additional Resources

- Academic Accommodations – Sara Bea Accessibility Services
  - Scott Howland, Coordinator
  - showland@nd.edu, 574-631-7141
- McDonald Center for Student Well-Being
  - mcwell@nd.edu
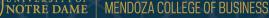 - 574-631-7970

University Support

- Utilize the community of support and resources
  - University resources
  - Faculty & Staff
  - Learning teams & other classmates
- Ask questions and seek assistance early

Support Reminders

- Utilize the community of support and resources
  - University resources
  - Faculty & Staff
  - Learning teams & other classmates
- Ask questions and seek assistance early (Student Services)
  - **mgpstusvcs@nd.edu**

Kara Palmer
she/her

Sr. Director of Student Experience

EMBA, 2023

kpalmer4@nd.edu

Belonging

What We Know

- Belonging is a key psychological need connected to college students' overall wellbeing, motivation, engagement, and academic performance *(Freeman et. al. 2007; Strayhorn 2012).*

- Marginalized students tend to report a lower sense of belonging than their peers *(Cole et al., 2020; Hurtado & Carter, 1997; Johnson et al., 2007; Strayhorn, 2008).*

- "Belonging is something that communities provide for individuals; it is not something individuals can garner for themselves" *(Nunn 2021).*

- Belonging is a process rather than a state of being and can fluctuate over time and across different groups or spaces *(Hausmann et. al., 2007; Gravett & Ajjawi 2021; Samura, 2016, 2018).*

Belonging

Everyone thrives

Part of who we want to be

It's in our character

"Diversity is a richness" and "God, in His loving design, excludes no one."

- Pope Francis

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"**Notre Dame cannot make real progress or be the place it aspires to be unless ALL members of the University community can truly experience that sense of belonging and inclusion - being in *their* home, not merely being welcomed to another's home.**"

-   *Board of Trustees' Task Force Report on Diversity, Equity, and Inclusion*

"As a community of students, faculty, staff, and alumni in pursuit of excellence, [our goal is to] cultivate an engaged, caring and inclusive culture informed by the University's Catholic mission."

- *Mendoza College of Business Strategic Plan*

Mendoza is a microcosm for the real-world and for business.

How can you contribute while at Mendoza?

- Bridge the divide among different identities through authentic relationships and empathy.

- Use your talent as a leader to advance everyone.

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"My name is _____ and I am from _____. One thing you cannot tell just by looking at me is _____. This is important for me to tell you because _____."

What is something meaningful you learned about your peers because of this exercise?

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"LOOK THROUGH **WINDOWS** TO SEE THE REALITIES OF OTHERS AND **MIRRORS** TO SEE HER OR HIS OWN REALITY REFLECTED."

"**A study of white men by White Men's Leadership Study shows that nearly 70% report feeling "forgotten" by diversity, equity, and inclusion efforts. Feeling uncertain about whether DEI includes them is the main reason they say they either disengage or are not as committed to it as others in their organization.**"

Forbes, March 2022

Ground Rules

- Give everyone in your group a chance to speak

- Speak only for yourself

- Do not ask others to speak on behalf of their (perceived) social group

- Listen respectfully, without interrupting, engaging in side conversations, checking smartphones, or other distractions.

(Adapted from a *Harvard Business School Publishing* case study guide)

What did you learn from the video and the quote?
(windows)

What resonates with you?
(mirrors)

"In my second marketing class ever, only two weeks into my first semester, it happened. I was cold-called. As soon as the professor locked eyes with me and called my name, the negative thoughts rushed in like a flood. I was an engineer before business school; I know absolutely nothing about marketing. Didn't she know I was an admissions mistake?"

Business Student

"Imposter Syndrome makes people excessively uncomfortable with receiving promotions and rewards since they believe they are unworthy of these accolades – they see themselves as frauds who will one day be 'outed'. One reason why imposter syndrome is prevalent even at an executive and C-suite level is that it tends to affect those with higher levels of ability."

Dr. Terry Fitzsimmons, The University of Queensland

How can we <u>all</u> beat the Imposter Phenomenon so we <u>all</u> feel like we belong?

How can you contribute while at Mendoza?

- Bridge the divide among different identities through authentic relationships and empathy.

- Use your talent as a leader to advance everyone.

Scenario #1: One team member associates another team member from a certain background with low achievement levels. What can you do to bridge the divide between your team members?

Scenario #2: In one of your classes, you see a classmate repeat and take credit for something another student already said. Your professor doesn't seem to realize that the idea was originally someone else's idea. What can you do to advance everyone in this situation?

It's Not A Zero Sum Game

Research: Amplifying Your Colleagues' Voices Benefits Everyone

by Kristin Bain, Tamar A. Kreps, Nathan L. Meikle, and Elizabeth R. Tenney

June 17, 2021

David Crockett/Getty Images

Harvard Business Review

BGM — BLACK GRADUATES IN MANAGEMENT CLUB

ND — ASIAN MBA STUDENT ASSOCIATION

Mendoza LGBTQ & Allies Club

UNIVERSITY OF NOTRE DAME WOMEN in BUSINESS

NET IMPACT — University of Notre Dame

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Think of an academic community or educational space in which you have felt a strong sense of belonging or of *not* belonging.

What factors created the sense that you belonged or that you did not belong?

Which features of this environment were cultivated with intention? Which may have been unintentional on the part of community members or leaders?