



FACEBOOK

Midwestern Association of Graduate Schools

Changing Times: Challenges and Innovation in Graduate Education

Welcome

Register today for the 2019 Annual Meeting >>>



75th Annual Meeting of the Midwestern Association of Graduate Schools March 20–22, 2019 | St. Louis, Missouri

Who should attend:

Faculty and staff from colleges and universities significantly engaged in graduate education, to include, but not limited to:

- Graduate Deans
- Associate and Assistant Deans
- Graduate Program Directors
- Graduate Office Staff
- Graduate Faculty and Students

Venue:

The Ritz-Carlton, St. Louis (***The Ritz-Carlton hotel is full***)

100 Carondelet Plaza

St. Louis, MO 63105

Alternative hotel:

[Clayton Plaza Hotel](#)

7750 Carondelet Ave.

Clayton, MO 63105

Phone: direct 317.726.5400, toll free 844.615.5557

Group room block: **MAGS Room Block**

Block expires February 27, 2019, please mention the group name.

Call for Papers

Midwestern Association of Graduate Schools

Call for Papers

Annual Meeting

March 20–22, 2019 | St. Louis, Missouri

“Changing Times: Challenges and Innovation in Graduate Education”

MAGS members are invited to submit abstracts for contributed sessions for the 75th Annual Meeting taking place in St. Louis, Missouri, March 20–22. Higher education continues to be challenged by shifting political landscapes and changing societal expectations. Colleges and Universities have responded to these changes by developing beneficial collaborations across campus as well with external stakeholder groups; developed novel degree programs; provided innovative graduate student extracurricular and professional development opportunities; and established novel communication and advocacy structures to inform the campus and the public about the benefits of advanced degrees. Abstracts for sessions pertaining to this theme and other issues affecting graduate education are encouraged.

If you are interested in chairing, or co-chairing a session, please submit an abstract to: Kinchel Doerner (Kinchel.Doerner@sdstate.edu) which includes:

1. A description, in no more than 300 words, of the proposed session.
2. An abstract of no more than 50 words for inclusion in the program should the session be accepted.
3. Contact Information:
 - a. Name, affiliation, email, telephone number of member proposing the sessionⁱ
 - b. Name, affiliation, email, telephone number of other presenter(s)ⁱⁱ
 - c. **Priority Deadline for Consideration is Friday, June 1, 2018.**
 - a. Abstracts will be reviewed by the Executive Committee
 - b. **Notification of Acceptance will be sent by October 15, 2018.**

ⁱAll presenters must register for the 2019 MAGS Annual Meeting.

ⁱⁱ Individuals proposing sessions are responsible for contacting co-presenters and ensuring all presenters agree to participate.

**75th Annual Meeting of the
Midwestern Association of Graduate Schools**

March 20–22, 2019

The Ritz-Carlton | St. Louis, Missouri

Wednesday, March 20, 2019

8 a.m.—5 p.m.	Registration	Amphitheater
8—11:30 a.m.	Coffee/Tea	Amphitheater
9—11:30 a.m.	New Graduate Administrators Workshop <i>—Robert M Augustine, Senior Vice President, Council of Graduate Schools</i> <i>—Julie J Masterson, Associate Provost and Dean of the Graduate College, Missouri State University</i> This session provides new deans and graduate school staff members the opportunity to discuss topics of interest focusing on the role of the graduate school and the leadership responsibilities associated with that role. This highly interactive session is followed by a luncheon with the members of the Executive Committee of the Midwestern Association of Graduate Schools (MAGS).	Ambassador
10 a.m.–5 p.m.	Exhibitors	Amphitheater
10–11:30 a.m.	Executive Committee Meeting	Boardroom
11:30 a.m.–1 p.m.	New Graduate Administrators & Executive Committee Luncheon	Plaza
1–1:15 p.m.	Welcome & Overview <i>—Kinchel C. Doerner, South Dakota State University</i>	Amphitheater
1:15–2:45 p.m.	PLENARY SESSION- Challenges and Opportunities in Graduate Education: The Next Decade and Beyond <i>—Suzanne Ortega, Council of Graduate Schools</i> Around the world, demographic, technological, economic, and political forces are changing the mix of graduate students we serve and the careers and leadership roles for which they must prepare. Key to our students' success will be interdisciplinary/convergent thinking, multicultural competence, research and professional ethics, intellectual risk-taking, and the capacity to collaborate in teams. From admissions processes through the curriculum and format of theses and dissertations, graduate schools and mentors should be designing educational experiences that prepare graduate students for an ever more rapidly changing research and career landscape.	Amphitheater
2:45–3 p.m.	Exhibitor Highlights	Amphitheater
3–3:30 p.m.	Break	Amphitheater
3:30–5 p.m.	CONCURRENT SESSIONS	
	Evaluating Diversity and Inclusion in Professional Development Programming <i>—Laura Schram, University of Michigan</i> <i>—Emma Flores, University of Michigan</i> We will present 1.5 years of graduate student professional development participation data at the University of Michigan. Specifically, we examine demographic trends with attention to social identities that are historically marginalized in higher education. We consider the implications of our findings to ensure equitable professional development opportunities for all students.	Consulate
	Overcoming Challenges While Creating Adaptive Leaders and Learners: An Experiential Workshop for Graduate Educators <i>—Jennifer Moss Breen, Creighton University</i> <i>—Mary Lee Brock, Creighton University</i> <i>—Jacqueline N. Font-Guzmán, Creighton University</i> <i>—Tanya Benedict, Creighton University</i>	Colonnade

	<p>—Cindy Costanzo, Creighton University —Tom Lenz, Creighton University —Gail Jensen, Creighton University</p> <p>Graduate education is challenged by complex environments, the need for rapid change and flexibility, and the desire to stimulate creativity and innovation in both programs and processes. The purpose of this session is to introduce practices that allow us to uncover blind spots and remove silos. This session will introduce and allow time to practice the concept of “Blue Teaming”, a tool adapted from the military Red Teaming Process (Hoffman, 2017), Blue Teaming creates a safe structure in which we feel safe to challenge assumptions through unlearning (Cochran-Smith, 2003) and move toward adaptive leadership (Heifitz & Linsky, 2014). We will also share and practice utilizing mindfulness (Goldhagen, Kingsolver, Stinnett, & Rosdahl, 2015) and active reflection (Jordi, 2011) in this session.</p>	
	<p>Engaging Communications Professionals Early to Expand the Impact and Reach of the Graduate College —Charlotte Bauer, University of Illinois at Urbana-Champaign —Alexis Thompson, University of Illinois at Urbana-Champaign</p> <p>Program development and communications are often thought of as sequential activities, which bypasses opportunities to build engagement with core audiences. Alexis Thompson, assistant dean for student success, and Charlotte Bauer, assistant dean for communications, will share how they have partnered to create a strategic vision for the Graduate College at the University of Illinois at Urbana-Champaign.</p>	Pavilion
	<p>Making the PhD Career Diversity Seen and Celebrated: Campus-based Efforts & Impact of the CGS PhD Career Pathways Project —Julia Kent, Council of Graduate Schools —Thomas Jeitschko, Michigan State University —Robert Coloney, University of Notre Dame —David Daleke, Indiana University</p> <p>This session will share national and campus-based insights from the CGS PhD Career Pathways project. We will discuss how CGS and 65 U.S. doctoral degree-granting institutions are illuminating program-level career diversity of PhD degree holders and informing the future direction of doctoral education.</p>	Ambassador
6–7 p.m.	Reception	Plaza
7–9 p.m.	MAGS/ProQuest Distinguished Master's Thesis Award Banquet	Plaza
Thursday, March 21, 2019		
7 a.m.–5 p.m.	Registration	Amphitheater
7–8:30 a.m.	Continental Breakfast sponsored by Liaison International	Plaza
8:30–10 a.m.	<p>PLENARY SESSION- The Past, Present, and Especially the Future of Graduate School —Leonard Cassuto, Professor of English, Fordham University</p>	Amphitheater
10a.m.–5 p.m.	Exhibitors	Amphitheater
10–10:45 a.m.	Break	Amphitheater
10:45 a.m.–Noon	CONCURRENT SESSIONS	
	<p>Leveraging Existing Campus Resources to Create Comprehensive Professional Development Opportunities and GTA Training —Kerry Wilks, Wichita State University —Carolyn Speer, Wichita State University</p> <p>In 2015, Wichita State University created its first Professional Development Series for graduate students. With the benefit of strategic campus partnerships, in two years we have tripled the number of live events, and more importantly we’ve created a centralized training hub available to all graduate students with no additional institutional investment. This became possible through a partnership between the Graduate School and Instructional</p>	Consulate

	<p>Design and Access, an office traditionally associated with the development of full-time faculty. This training serves the needs of graduate students across their wide spectrum by providing professional development, accessibility training, mental health awareness, and teaching training. At a time when institutions are focusing more on retention, it becomes increasingly important to respect the vital role graduate assistants play. The hub content includes required training for all current teaching assistants as well as best practices in the classroom and other pedagogically-relevant information. To incentivize students to avail themselves of the (non-required) trainings, students will be awarded badges (through an official Credly account) that may be listed on a resume/CV or placed on social media such as LinkedIn. Any graduate student may utilize the trainings and receive the credentials, which allows for professional development opportunities outside of those who receive assistantships. Graduate students “win” since they receive a more robust training in pedagogy and accessibility, an issue that will only become more important in Higher Education and industry, while the university also benefits with a comprehensive training to compliment workshops that individual programs may (or may not) do.</p>	
	<p>Leveraging Collaborations to Overcome Challenges and Innovate —Susan M. Morgan, Southern Illinois University Edwardsville —Jerry Weinberg, Southern Illinois University Edwardsville —Zenia Agustin, Southern Illinois University Edwardsville —Tessa Keys, Southern Illinois University Edwardsville</p> <p>Higher education continues to be challenged by shifting political landscapes and changing societal expectations. Colleges and universities have responded to these challenges by developing beneficial collaborations across their campuses. This session focuses on collaborations between the Graduate School and academic units as well as non-academic units.</p>	Colonnade
	<p>Doctoral Career Outcomes and Cross-Campus Collaborations: 20 Years of Longitudinal Data Collection, Analyses, Reporting and Use —Maia I. Bergman, University of Michigan —Carrie Brezine, University of Michigan —Ethriam Cash Brammer, University of Michigan</p> <p>This session will share information about University of Michigan’s extensive tracking, analyses, and reporting of doctoral career outcomes. We will discuss uses of our time series data such as developing strategic recruiting plans and implementing relevant graduate career programming to serve our student community in partnerships with our academic programs.</p>	Promenade
	<p>Leading Change Through Effective Conflict Engagement —Mary Lee Brock, Creighton University —Jacqueline N. Font-Guzmán, Creighton University</p> <p>How can a leader uncover blind spots and constructively engage with conflict in creative and innovative ways? Attendees will be provided with concrete examples of conflict engagement skills that can be adapted to their specific institution or programmatic context.</p>	Ambassador
12–1:15 p.m.	Business Meeting & Lunch	
1:15–2:15 p.m.	Award Luncheon: MAGS Excellence in Teaching Award	Plaza
2:15–3:30 p.m.	CONCURRENT SESSIONS	
	<p>Graduates Mentoring Undergraduates at Illinois: Risks, Rewards and Benefits —Daniel Wong, University of Illinois at Urbana-Champaign —Karen Rodriguez’G, University of Illinois at Urbana-Champaign —Chris Holmes, University of Illinois at Urbana-Champaign —Natasha Mamaril, University of Illinois at Urbana-Champaign —Rhonda McElroy, University of Illinois at Urbana-Champaign</p> <p>A growing body of literature emphasizes the benefits to graduate research mentors of undergraduates, including increased confidence and marketability for academic and non-academic careers. Representatives from three graduate mentoring programs at the University of Illinois will discuss best practices, the challenges of such programs, and suggestions on how to pilot such initiatives.</p>	Consulate

	<p>Tassology of Graduate Enrollment: Trends in the U.S. Midwest Trends and Implications for Practice —Enyu Zhou, Council of Graduate Schools</p> <p>An overview of graduate enrollment trends in the Midwest.</p>	Colonnade
	<p>Using a New Admissions Portal to Energize Engagement —Julie Masterson, Missouri State University</p> <p>MSU's new admissions portal can be readily tailored to collect unique program application materials. The onboarding process involved conversations with directors, faculty, and students about current and aspirational admissions practices. We will discuss how we built excitement about the system and helped programs re-think processes for increased effectiveness and efficiency.</p>	Promenade
	<p>Valuing Diversity by Investing in DEI Professionals: How GSSAs Can Advance DEI Initiatives on College Campuses —Ethriam Cash Brammer, University of Michigan —Deborah Wills, University of Michigan —Rebeca Villegas, University of Michigan</p> <p>This session will explore how Graduate Student Staff Assistants (GSSAs) are used effectively to advance Diversity, Equity & Inclusion (DEI) initiatives at the University of Michigan (U-M). Incorporating both staff and student perspectives, this presentation will share lessons learned after the first year of implementing the U-M DEI GSSA program.</p>	Ambassador
3:30–4 p.m.	Break	Amphitheater
4–5:15 p.m.	SPECIAL CONCURRENT SESSIONS	
	<p>Creative Models for the Development of New Graduate Programs at Public Institutions —Ranjit T. Koodali, University of South Dakota</p> <p>The University of South Dakota is the largest provider of graduate education in South Dakota, with over fifty percent of graduate certificate and degrees conferred. The challenges posed by its location, funding from the legislature calls upon finding creative methods to develop graduate programs without posing undue burden.</p>	Promenade
	<p>Professional Development Using DoctoralNet —E. Alana James, DoctoralNET Ltd. —Kinchel C. Doerner, South Dakota State University</p> <p>We will present the results of a trial subscription service conducted during the Summer of 2018 at selected universities. We will discuss which services students preferred and how quickly students began using the services after receiving notification. We will also discuss communication strategies to optimize student participation.</p>	Consulate
	<p>A Move Toward Developmental Mentoring: Inspiring Underrepresented Student Researchers to Master Confidence, Competence and Credibility —Thelma Harding, Iowa State University —Lynn Lundy Evans, Iowa State University —Ashley Garrin, Iowa State University</p> <p>The Ronald E. McNair Program prepares first-generation, low-income, and underrepresented students for graduate study. Building and mentoring relationships is a critical component of McNair. This session will introduce a mentoring framework that rejects the traditional/instructional nature of mentoring and share the benefits of moving toward a more developmental relationship.</p>	Colonnade
6–7:30 p.m.	Networking Reception	Amphitheater
Friday, March 22, 2019		
7 a.m.–Noon	Registration	Amphitheater

7–8:30 a.m.	Continental Breakfast sponsored by Educational Testing Services (ETS)	Plaza
7–8:00 a.m.	State Meetings	Plaza
8–8:30 a.m.	The GRE and TOEFL Tests: An Update from ETS	Plaza
8–11 a.m.	Exhibitors	Amphitheater
8:30–9:45 a.m.	CONCURRENT SESSIONS	
	Supporting Student Research ‘Beyond the PDF’: Creating Campus Collaborations that Promote Digital Scholarship —Heidi Arbisi-Kelm, <i>University of Iowa</i> —Sarah Bond, <i>University of Iowa</i> —Tom Keegan, <i>University of Iowa</i> —Sarah Larson, <i>University of Iowa</i> —Jennifer Teitle, <i>University of Iowa</i> <p>The “digital natives” have arrived at graduate school. Their familiarity with existing and emerging technologies and desire to incorporate digital methodologies into their research is one force reshaping the dissertation. During this session, presenters share examples of opportunities and obstacles they’ve encountered while supporting students across the life cycle of borne-digital work.</p>	Consulate
	Lessons Learned from a Responsible Conduct of Research Course at a Comprehensive University: One Size Does Not Fit All —Sharon Lean, <i>Wayne State University</i> —Ambika Mathur, <i>Wayne State University</i> <p>All PhD students at Wayne State University are required to take a responsible conduct of research (RCR) course regardless of discipline. Faculty from diverse disciplines prepare and deliver course content to address the needs of a broad spectrum of trainees. Student survey data informs continuous course improvement.</p>	Colonnade
	A Design Thinking Approach to Adjunct Care —Wallis Metts, <i>Spring Arbor University</i> —Josh Wymore, <i>Spring Arbor University</i> <p>A nine-member team used design thinking to improve the adjunct experience at a private university with rapidly expanding graduate programs. After constructing a journey map, the team used surveys and focus groups to edit the map, identifying and recommending improvement to the experience. Includes overview of design thinking in higher education.</p>	Pavilion
9:45–10:15 a.m.	Break	Amphitheater
10:15–11:30 a.m.	CONCURRENT SESSIONS	
	3MT® Semi Finals	Consulate
	3MT® Semi Finals	Colonnade
	3MT® Semi Finals	Pavilion
	3MT® Semi Finals	Amphitheater
11:30 a.m.–Noon	3MT® Final Round	Amphitheater
12:00–12:15 p.m.	Adjourn	
12:15–1:45 p.m.	MAGS Board Meeting	Boardroom

Plenary speakers



Robert M. Augustine Biosketch

Senior Vice President of the Council of Graduate Schools

Robert M. Augustine is the Senior Vice President of the Council of Graduate Schools in Washington DC, where he leads a research agenda focusing on master's education in collaboration with a team of graduate deans from across the United States. He is Dean Emeritus of the Graduate School at Eastern Illinois University where he served as dean for 15 years and earned regional and national awards for his work in graduate program review, graduate program diversity, and financial literacy for graduate education. While at Eastern, Dr. Augustine earned tenure as Professor of Communication Disorders and Sciences, served as Department Chair and was appointed a Visiting International Scholar at Herzen State Pedagogical University of Russia. As Dean, Bob was elected to the Board of Directors of the Council of Graduate Schools and was elected Board Chair. Dr. Augustine earned his bachelor's and master's degrees in speech-language pathology from Illinois State University and holds his Ph.D. in communication sciences and disorders from Southern Illinois University at Carbondale.

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Handouts



2019 Midwestern Association of Graduate Schools (MAGS) 75th Annual Meeting

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Extended Learning

220 Morris Hall

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La Crosse, WI 54601, USA

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Membership

New member application >>>



Membership fees, enrollment headcount & period of membership:

Midwestern Association of Graduate Schools voted to adopt a dues structure on a sliding scale reflecting three levels of graduate headcount enrollment, as shown below. Headcount enrollment includes all graduate students except those in programs leading to the MD, PharmD, DVM and JD.

NOTE: Benefits of a paid membership include reduced rates for registration at the MAGS annual meeting and eligibility to nominate students for any of the graduate student awards, including the 3 Minute Thesis Award, Distinguished Thesis Award, and Excellence in Teaching Award.

Graduate headcount enrollment	1 year dues	2 year dues	3 year dues
1-1000	\$ 200	\$ 350	\$ 500
1001-4000	\$ 250	\$ 450	\$ 625
4001 +	\$ 300	\$ 550	\$ 800

Dues notices are e-mailed to member institutions each November/December. Membership renewal and new membership fees run July 1–June 30 (fiscal year) and can be made online using a credit card.

Connecting the university and the community!

Meeting registration

Meeting Registration

[2019 MAGS Annual Meeting Registration >>>](#)



[Become an Institutional Sponsor >>>](#)



Internet Explorer is the preferred browser to use when registering.

	Early registration* by March 6, 2019	Regular registration* March 7, 2019 and later
MAGS Member	\$325	\$400
Non-members	\$425	\$500

*Registration fee includes receptions, banquet, breakfasts and lunch.

Additional Workshops:

- \$35, New Graduate Administrators Workshop
- \$52, Guest for New Graduate Administrators Workshop Lunch

Guest Meals

- \$90, Wednesday - ProQuest Reception & Award Banquet
- \$39, Thursday - Breakfast
- \$52, Thursday - Lunch
- \$55, Thursday - Reception
- \$39, Friday - Breakfast

Institutional Sponsorship

MAGS member institutions are invited to sponsor the MAGS meeting with a donation of \$150 to help defray the costs of the morning and afternoon refreshment breaks. Contributors will be recognized at the meeting and in the written materials.

MAGS Membership

Cancellation Policy

Full reimbursement for requests submitted at least 30 days prior to the start of the meeting, 50% reimbursement for requests submitted within 30 days of the meeting, and no reimbursement after the start of the meeting.

Refund and substitution requests must be submitted in writing to: conted@uwlax.edu. Substitutions allowed.

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608.785.6500

866.895.9233 (toll-free)



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Extended Learning

220 Morris Hall
1725 State Street
La Crosse, WI 54601, USA

Offering programs and services to meet the diverse needs of individuals of all ages!

Sponsorship opportunities

Institutional sponsorship:

Colleges and universities are invited to sponsor the MAGS meeting with a suggested donation of \$150 (to help defray the costs of the morning and afternoon refreshment breaks). College and university sponsors will be recognized at the meeting and in the written materials.

The institutional sponsorship can be paid via the conference registration.

Become a MAGS sponsor >>>



Corporate sponsorship:

MAGS invites corporate sponsors to join us in St. Louis, Missouri. Opportunities for sponsorship include all named awards, group breakfasts, and group receptions.

Corporate sponsorships are associated with a fee of \$3,000. Corporate sponsors receive one complimentary registration that includes access to all conference meals and receptions.

Sponsors will be acknowledged on the first day of the meeting by the conference organizers. Sponsors will also be acknowledged on the home page for the meeting and on the meeting program. Sponsors of awards will have their corporation acknowledged (along with MAGS) in the name of the award. Sponsors of breakfasts will have the opportunity to make a presentation in association with that breakfast. Sponsors of receptions will have the opportunity to display corporate materials at the reception.

Corporate partners are encouraged to contact [David Daleke](#) for more information on sponsorship opportunities.

Become a MAGS sponsor >>>



Exhibitor information

MAGS invites returning and new exhibitors to join us in St. Louis, Missouri. Exhibitor tables are located in an area central to the meeting rooms and breaks.

Registration:

The fee for exhibitor registration is \$600. Exhibitor registration includes meeting registration for one representative, skirted display table, opportunity to make a brief presentation to all conference attendees on the first day of the meeting, and invitation to conference meals and receptions. The presence of vendors will be acknowledged on the home page for the meeting and on the meeting program. Registration must be received by **February 1, 2019**.

2019 Exhibitor Registration



Program inclusions and deadlines:

For inclusion in the registration packet, we ask all registered exhibitors to provide a digital copy of their organization logo (jpeg preferred) and a brief text of 150 words or less by **February 1, 2019**.

Connecting the university and the community!



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866.895.9233 (toll-free)

Venue/travel

The conference will be held at:

[The Ritz-Carlton, St. Louis](#) ***The Ritz-Carlton hotel is full!***

100 Carondelet Plaza

St. Louis, MO 63105

800.960.7056

[Reserve your room online now >>](#)

NOTE: Please reference **MAGS 2019 Meeting** when making a phone reservation.

The Ritz-Carlton, St. Louis rate:

- \$179/night (single or double) plus tax
- Cut-off date for reservations is Tuesday, February 26, 2019 or when all rooms are booked
- Rate includes buffet breakfast and complimentary Wi-Fi

Hotel parking

- Valet parking, fee: \$25 daily
- On-site parking, fee: \$25 daily (*on-site parking garage is connected to the hotel*)

Alternative hotel:

[Clayton Plaza Hotel](#)

7750 Carondelet Ave.

Clayton, MO 63105

Phone: direct 317.726.5400, toll free 844.615.5557

Group room block: **MAGS Room Block**

Block expires February 27, 2019, please mention the group name.

Complimentary garage self-parking:

Guests with over-sized vehicles must reserve parking meters as the cost of \$30 per meter, per day. Cost is subject to change without notice. Guests must contact Sales Manager at least 3 business days prior to arrival to reserve parking meter(s).

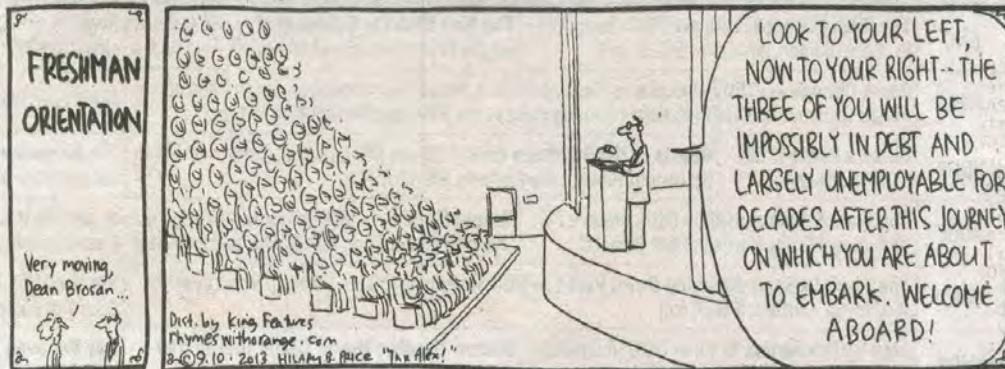
The Past, Present, and Especially the Future of the Graduate School



Peanuts Classics by Charles M Schulz



Rhymes with Orange by Hilary B. Price



Graduate education is “the nerve center of higher education.”

--Catharine Stimpson

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“Though our great Intention was to erect a seminary for educating Ministers of the Gospel, yet we hope it will be useful in other learned professions -- Ornaments of the State as well as the Church. Therefore we propose to make the plan of education as extensive as our circumstances will admit.”

--Ebenezer Pemberton, a founder of Princeton, ca. 1750

“It is proposed to establish, not a college, but a university.... It is only the man who has made investigations who can teach others to investigate.... Freedom from care, time for work, and liberty of thought are prime requisites in all such work.... In other words, it is proposed in this institution to make the work of investigation primary, the work of giving instruction secondary.”

--William Rainey Harper, the first President of the University of Chicago, "First Annual Report," 1888

research+professor 1800-2008



44%

of all American college
students attend community
colleges.

This is a
teaching problem.

So:

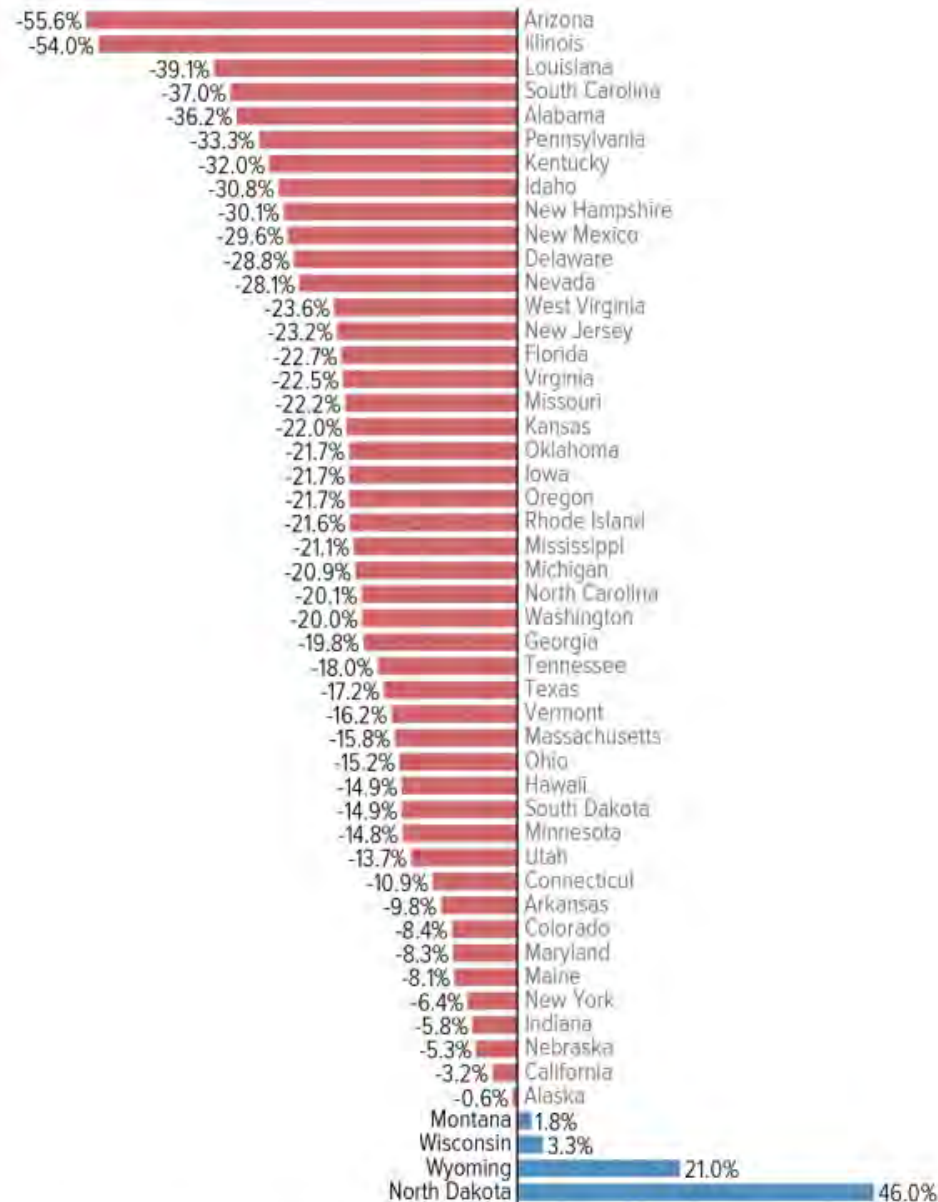
Where do we go from here?

...the leading object shall be, without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts, in such manner as the legislatures of the States may respectively prescribe, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions in life.

-- Morrill act § 304

State Funding for Higher Education Remains Far Below Pre-Recession Levels in Most States

Percent change in state spending per student, inflation adjusted, 2008-2016



The problem:

How not to “quietly accept[] that university employment should lower its expectations in accordance with the dictates of supply and demand. The market cracks the whip, and instead of kicking up our heels, the new modesty counsels us to obey.”

--Bruce Robbins, 2019

“It's in vain to recall the past, unless it works some influence upon the present.”

— Charles Dickens, *David Copperfield*.



"That's all Folks!"

l s b e r g[®]

Challenges and Innovation in Graduate Education MAGS 2019

Collaboration in Support of Digital Scholarship

Heidi Arbisi-Kelm, Graduate College, Univ. of Iowa

Sarah Bond, Dept. of Classics, Univ. of Iowa

Tom Keegan, Digital Publishing & Scholarship Studio, Univ. of Iowa

Brady Krien, Dept. of English doctoral student, Univ. of Iowa

Sarah Larsen, Dean, Graduate School, University of Houston

Spring 2019 digital humanities doctoral graduate
Katie Walden's dissertation entitled:
Remapping and Visualizing Baseball Labor:
A Digital Humanities Project



GIS/Mapping



Digital Archiving



Data Visualization



Digital Exhibits



Textual Analysis



Podcasts

The
Future
of the
Dissertation
is
NOW

THE NEWLY COMPOSED PhD: WRITING ACROSS CAREERS

THE UNIVERSITY OF IOWA



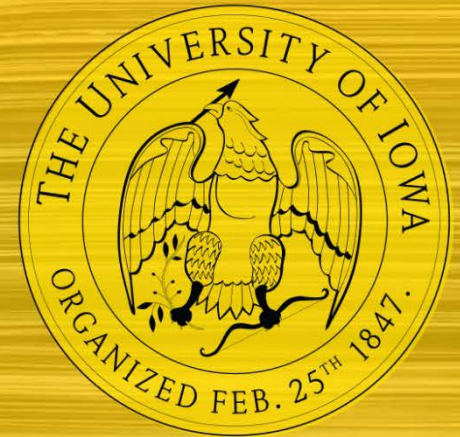
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#nextgenPhd  50th anniversary Humanities 1964-2014

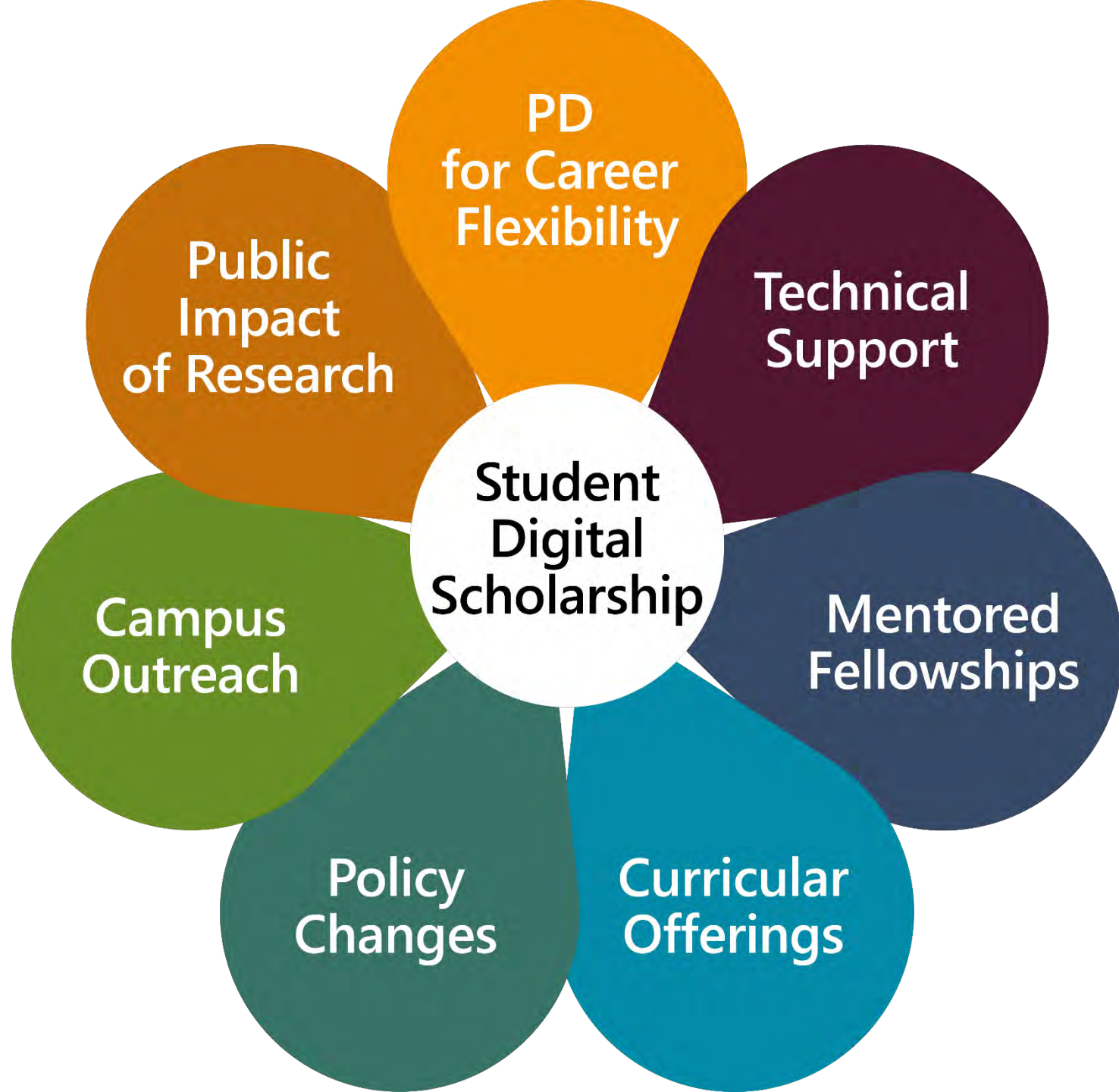
SAVE THE DATE

03/15/2018

BEYOND THE PDF: PLANNING FOR THE FUTURE OF THE DISSERTATION



A one-day mini-conference offered by the
University of Iowa Graduate College & Libraries, and sponsored by ProQuest



Sarah Bond



Classics Professor

Tom Keegan



Studio Director



Heidi Arbisi-Kelm

Assistant Dean



Sarah Larsen

Dean



Brady Krien

English PhD Student

Sarah Bond



Classics Professor

Tom Keegan



Studio Director



Brady Krien

English
Doctoral
Student



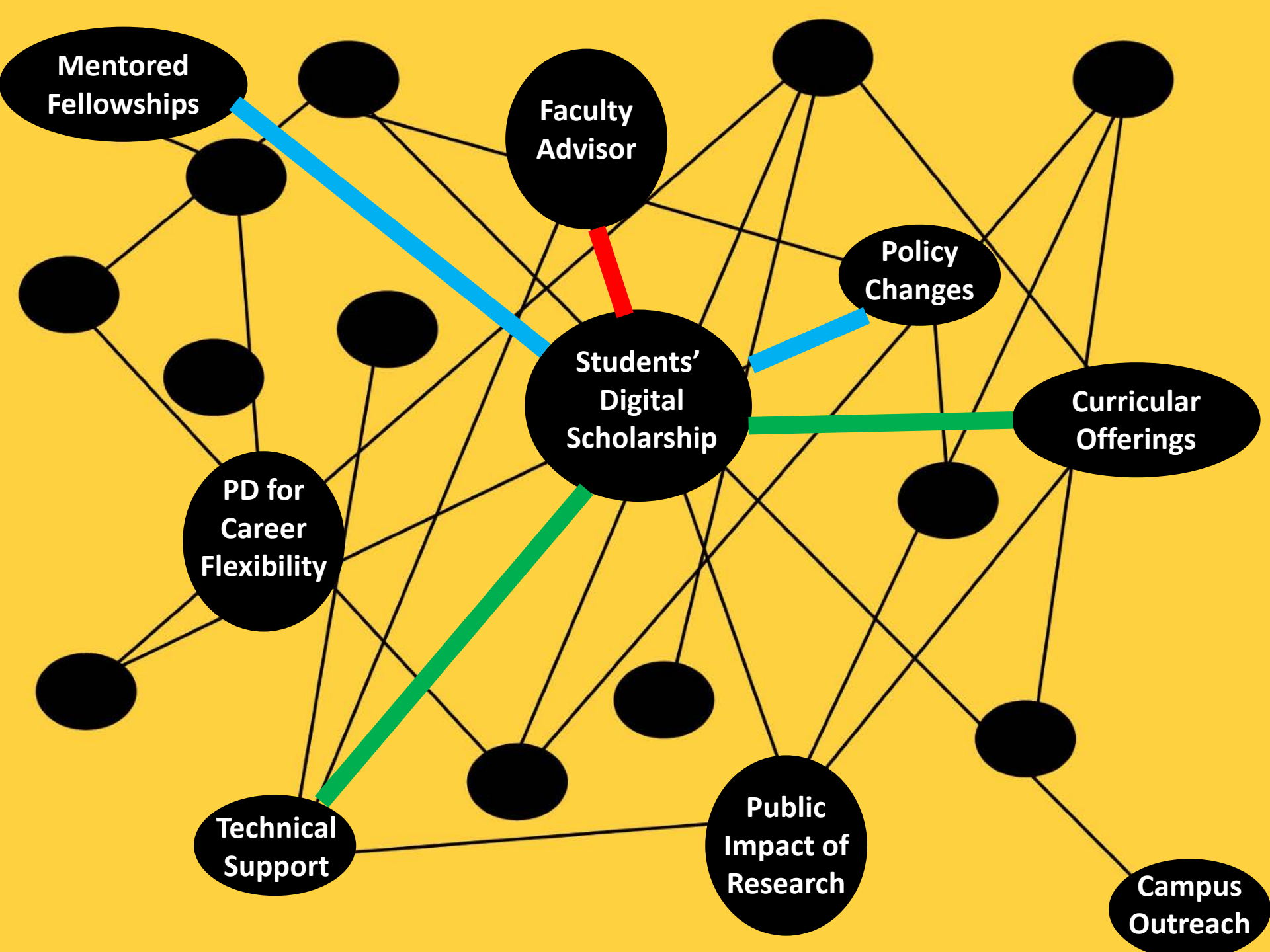
Sarah Larsen

Dean



Heidi Arbisi-Kelm

Assistant Dean



Digital Scholarship & Publishing Studio

ABOUT PROJECTS PEOPLE RESOURCES & FUNDING EVENTS PDH CERTIFICATE BLOG COLOPHON CONTACT

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Humanities

Digital
Methodology

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COLLABORATION

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A black and white photograph of a man with glasses speaking at a podium. The podium has a microphone and a small plaque that reads "IOWA". Behind him is a large presentation screen. The screen is divided into two sections. The left section shows a close-up of handwritten text in cursive. The right section contains the title "A NextGen PhD" in a large, serif font. Below the title, in a smaller font, is the speaker's name and affiliation: "Sarah E. Bond, Assistant Professor, Department of Classics, University of Iowa, @SarahEBond".

A NextGen PhD

Sarah E. Bond
Assistant Professor
Department of Classics
University of Iowa
@SarahEBond

THE PUBLIC DIGITAL HUMANITIES CERTIFICATE PROGRAM

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Prepare for a wider trajectory of careers that require digital training.

Incorporate digital methodologies into your teaching research, or advocacy work.

Students may pursue training in an array of digital methods or chose to focus their efforts in a particular area of digital practice:

Getting Started

- How much digital scholarship do you see?
- Are there trends on your campus which will lead to non-monographic dissertations with digital elements?
- What resources, including personnel, already exist to support students?
- Are there degree programs from which you first expect to receive digital theses? What relationships, policies, or practices are in place in those areas?
- What changes might be needed to better support those students?

USetdA

*United States Electronic Thesis
and Dissertation Association*



Bridging the Divide

Scholarly Communications for All

USETDA 2019  CHARLESTON, SOUTH CAROLINA

Symposium on Electronic Theses and Dissertations

May 23, 2019

Purdue University

TXETDA WEBINAR SERIES 2019

BEYOND THE PDF

**Evolving ETD Practices and Policies to Support the
Next Generation of Student Work**

**PRESENTED BY HEIDI ARBISI-KELM, ASSISTANT DEAN FOR ACADEMIC
AFFAIRS IN THE GRADUATE COLLEGE AT THE UNIVERSITY OF IOWA**

Date: March 25, 2019 ; 1:00 CDT

**Free Registration at:
<http://bit.ly/txetda-beyondpdf>**

Want to Learn More

- [USETDA](#)
 - National conference for thesis and dissertation
 - September 2019
- [ETDs: A Giant Leap Forward](#)
 - FREE
 - Regional symposium modeled after BtPDF
 - May 23rd, 2019
- [TxETD Webinar](#)
 - FREE
 - March 25th, 2019



The University of Iowa

Responsible Conduct of Research



150 YEARS
IN THE HEART OF DETROIT



Graduate School

Lessons Learned from a Responsible Conduct of Research Course at a Comprehensive University: One Size Does Not Fit All

Ambika Mathur, Sharon Lean,
Carolyn Maun, Annmarie Cano,
Natalie Walker, Mary Wood



Graduate School

Graduate Programs at Wayne State

- 13 Schools and Colleges
- 120 postdoctoral scholars
- 1,500 PhD students in 70 PhD programs
 - Approx 200 new PhD student enter each Fall
 - Some programs allow Winter admissions
- 6,000 MA students in 110 Master's programs



Graduate School

The general model

- Universal
- Mandatory
- Centralized
- Zero-credit course: GS 0900
- Hybrid: Online and face-to-face
- Shared core plus discipline-specific instruction



Why these choices?

- Research integrity is important for scholars in **all fields and disciplines.**
- As interdisciplinary approaches expand and career pathways diversify, students increasingly benefit from becoming familiar with research ethics in fields other than their own



Why else?

- **Addresses gaps in instruction** that may occur from department to department.
- Helps the institution to **avoid duplication**, conserve resources and faculty time.
- Helps **document training** to meet federal mandates and accreditation guidelines.



Course development

Developed 2015-16

Offered F16, W17, F17,

→ Revised based on initial feedback

Offered W18, F18

→ Under revision again for F19

691 PhD students/postdocs have taken the
course, to date



Graduate School

GS 0900: Responsible Conduct of Research - FAQ

- Training in Responsible Conduct of Research (RCR) practices is **mandatory for all first year PhD students and postdoctoral scholars.**
- PhD students must enroll in the RCR training course **GS 0900 "Essential Research Practices: Responsible Conduct of Research"** in either the Fall or Winter term of their first year in the program. *Check with your Graduate Officer to see which term is best for you.*
- If you do not register and complete the course in your first year, an **academic hold** will be placed.
- When you successfully complete the course, you can claim a [microcredential](#) in Research Ethics.



Graduate School



WSU's Four-Stage Training Program

- **Stage I: Online CITI tutorial.**
 - The CITI course must be completed before a student attends the Saturday Workshop.
- **Stage II: Face-to-face training** in an 8am-4pm **Saturday workshop**
 - Lectures and case study discussion
 - Held at the beginning of each semester.
 - An alternative workshop is provided for students who cannot attend due to religious conflicts only.
- **Stage III: Discipline-specific training** delivered by departments/ programs.
- **Stage IV: A Final Essay** submitted online and evaluated by the various RCR instructors who participate in Stage II.



Evaluation

- Qualtrics surveys of students after each iteration (~40% response rate)
- In person feedback from faculty and DGS
- Qualtrics survey of DGS in W19 (~33% response rate)

Surveys approved by WSU IRB#1710000907

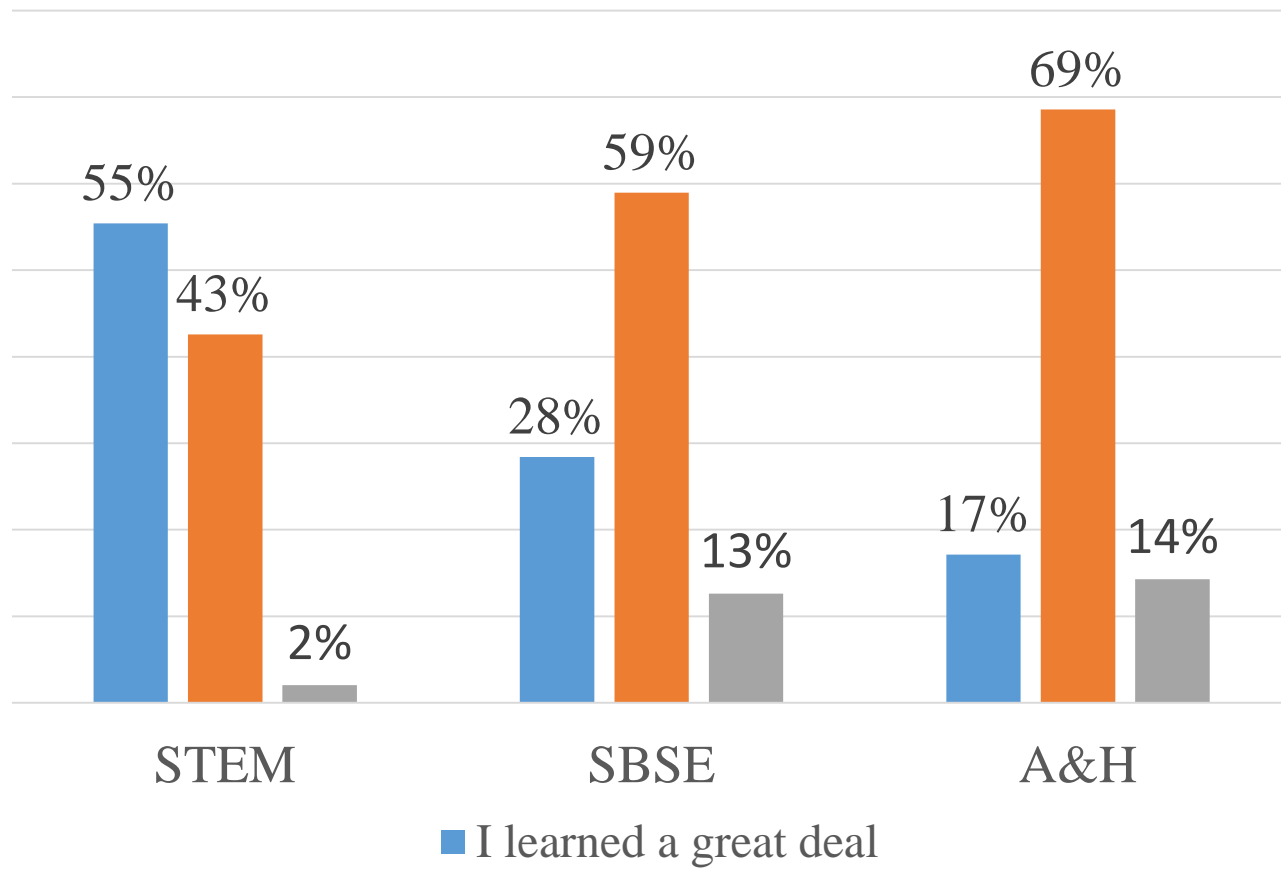


Student Survey Respondents

Semester	STEM	SBSE	A&H	Total
Fall 2016	26	17	8	51
PhD Students	17	17	8	42
Postdoctoral Scholars	9	0	0	9
Winter 2017	25	15	3	43
PhD Students	24	14	3	41
Postdoctoral Scholars	1	1	0	2
Fall 2017	35	21	5	61
PhD Students	35	20	5	60
Postdoctoral Scholars	0	1	0	1
Winter 2018	19	21	6	46
PhD Students	18	20	6	44
Postdoctoral Scholars	1	1	0	2
Fall 2018	45	21	13	77
PhD Students	43	21	13	75
Postdoctoral Scholars	2	0	0	2
Total	148	95	35	278

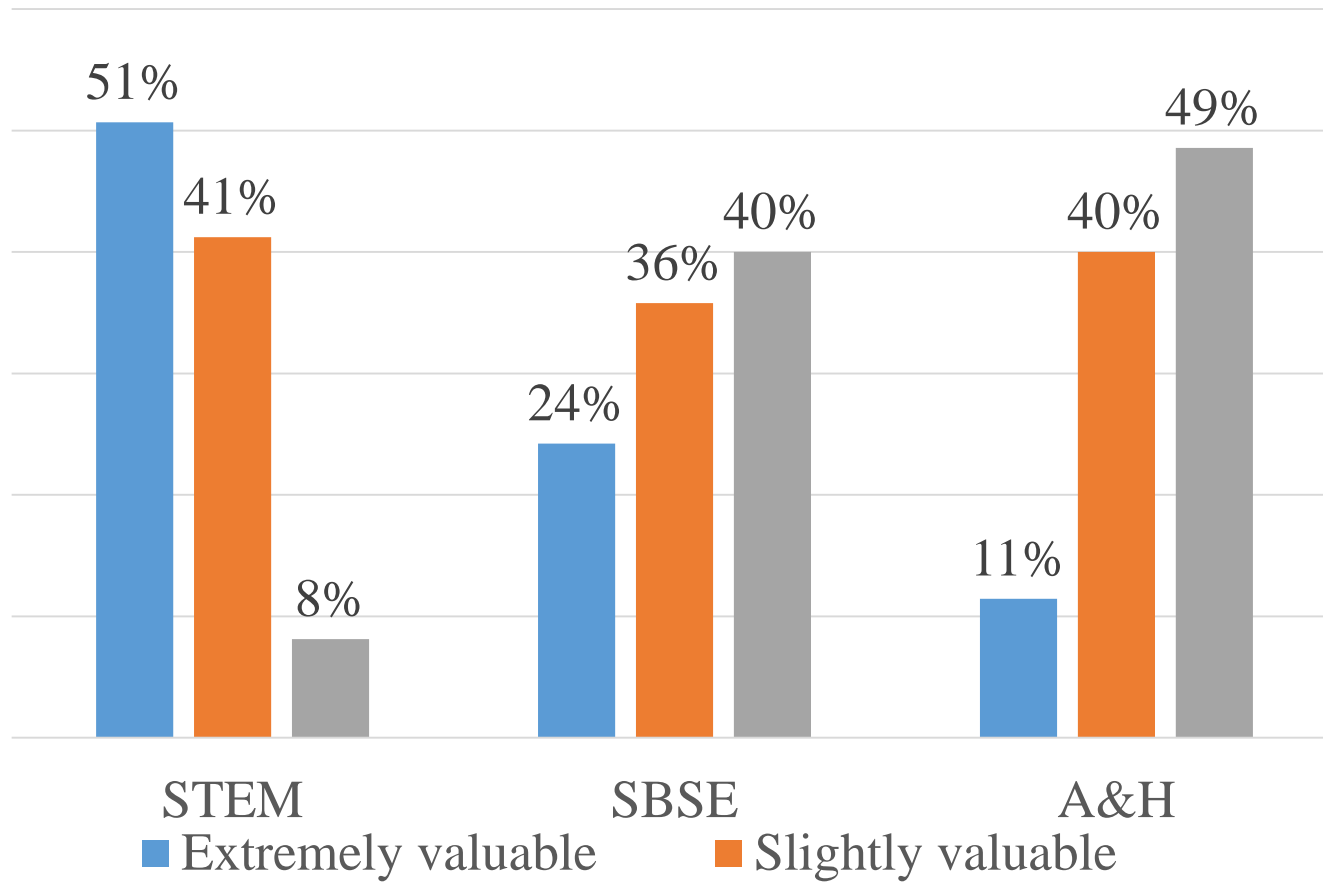


Overall Perceived Learning



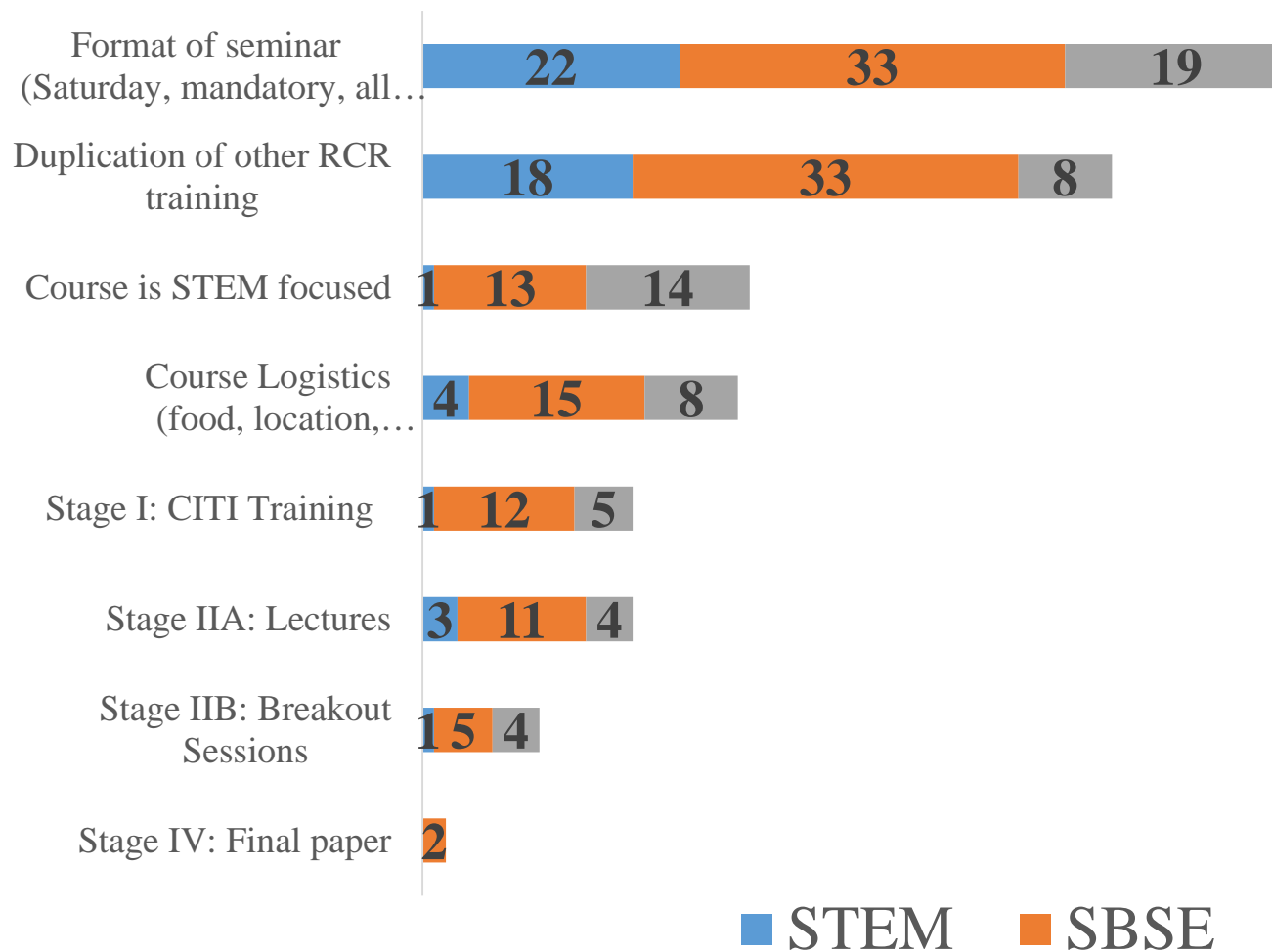


Overall Perceived Value



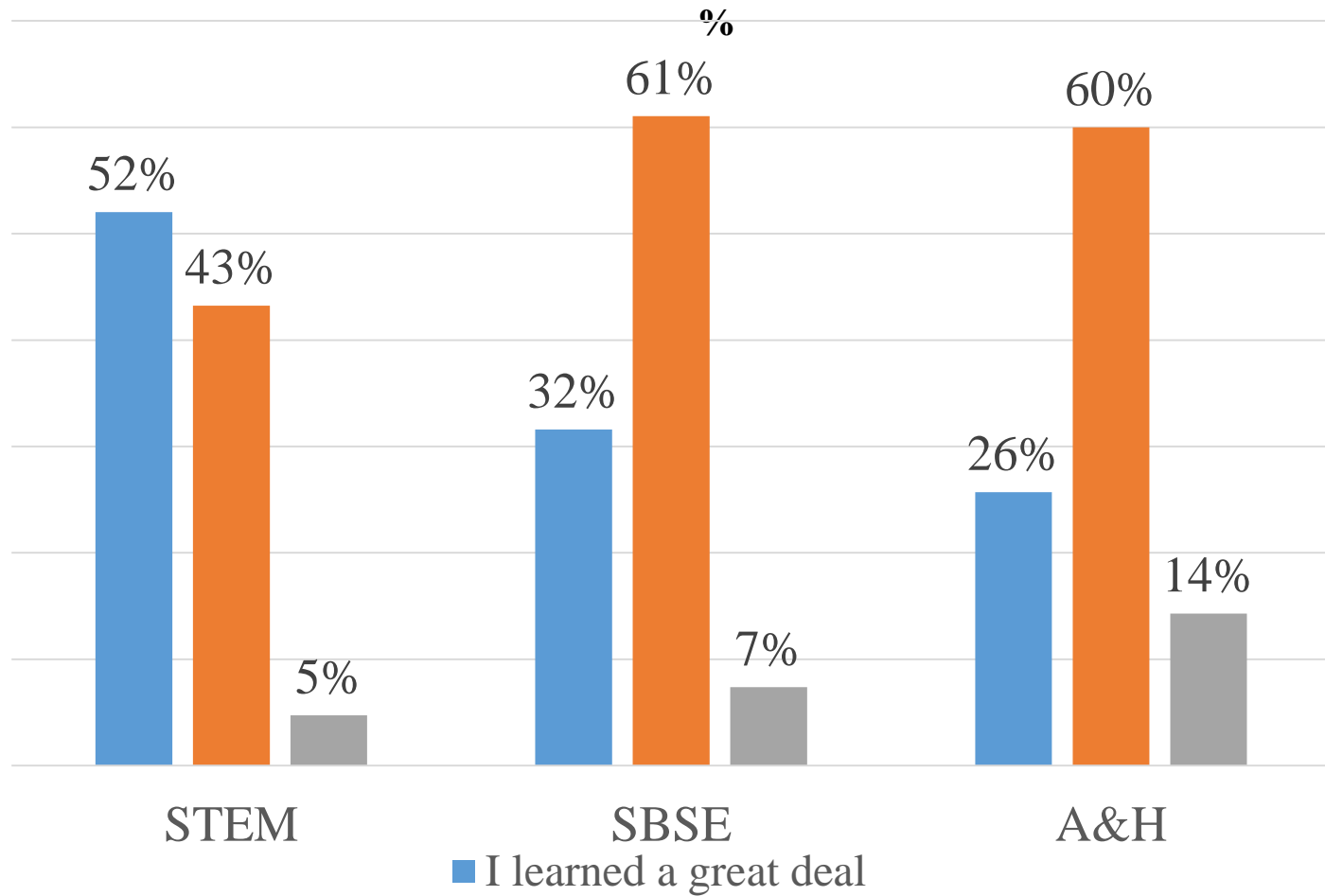


Student Comments: If student would not recommend the course, why not?



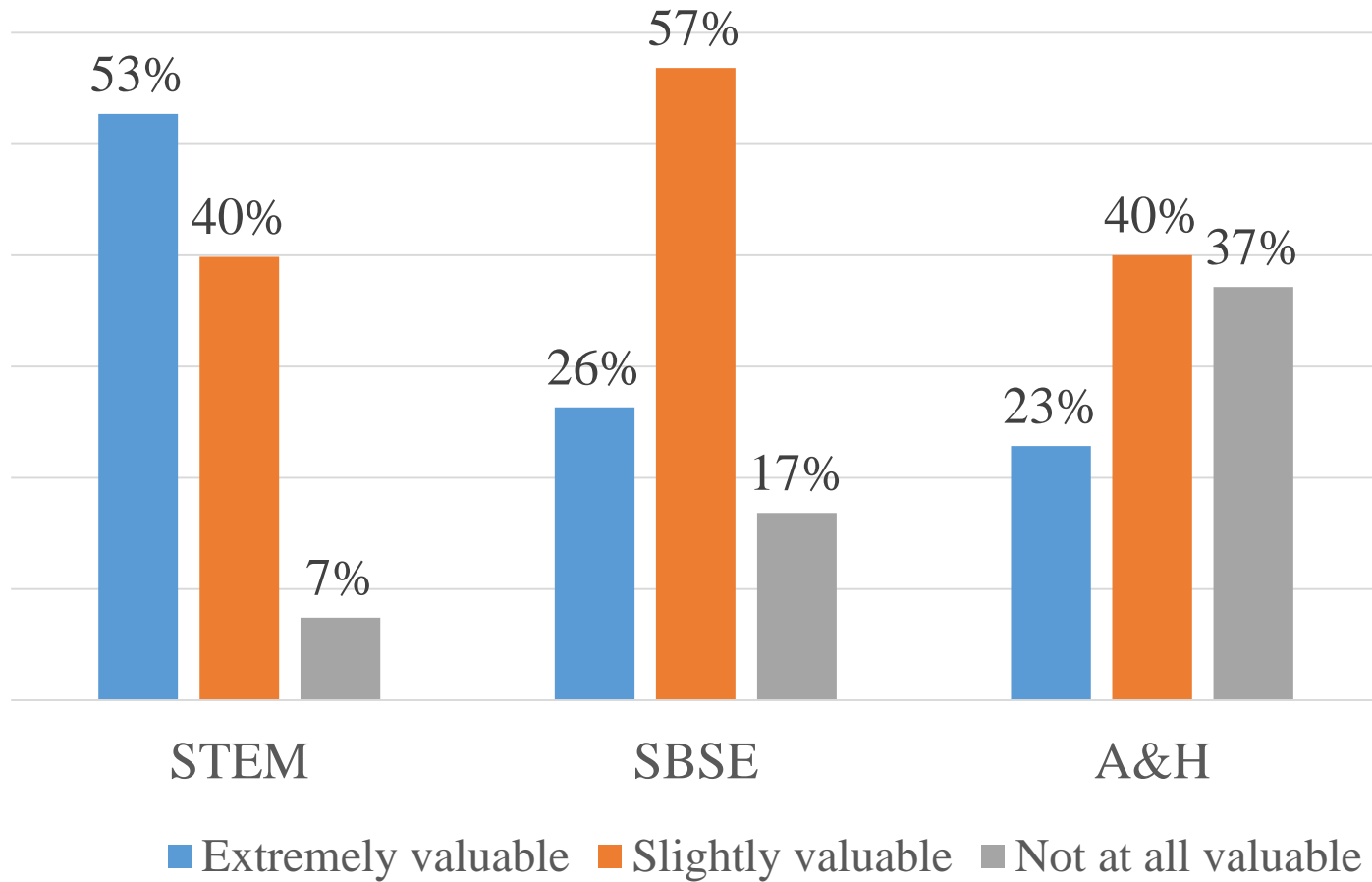


Stage I: Online CITI Training Modules: Perceived Learning





Stage I: Online CITI Training Modules Perceived Value %





Stage II: In-person lectures and case discussion: Perceived Learning %

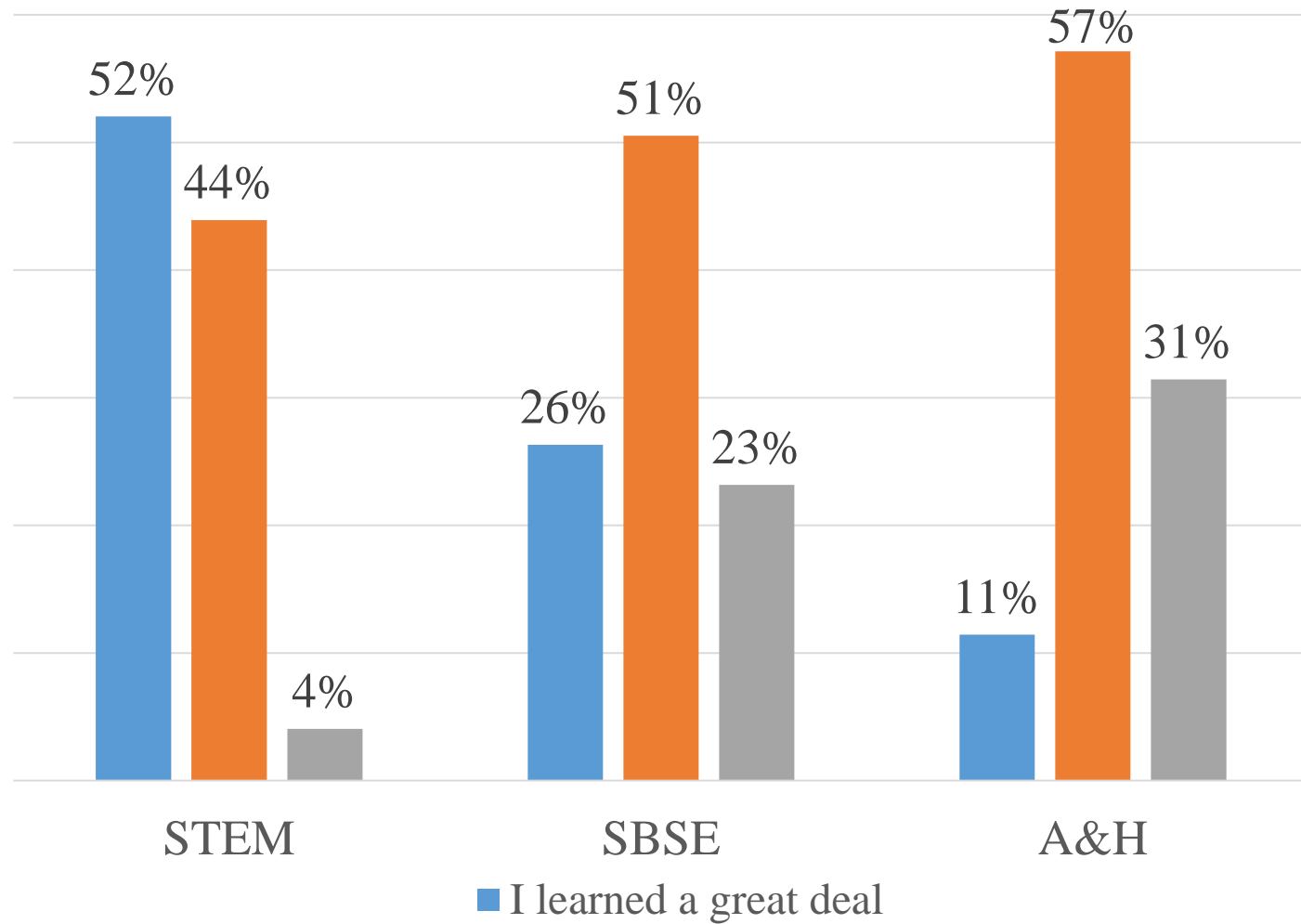
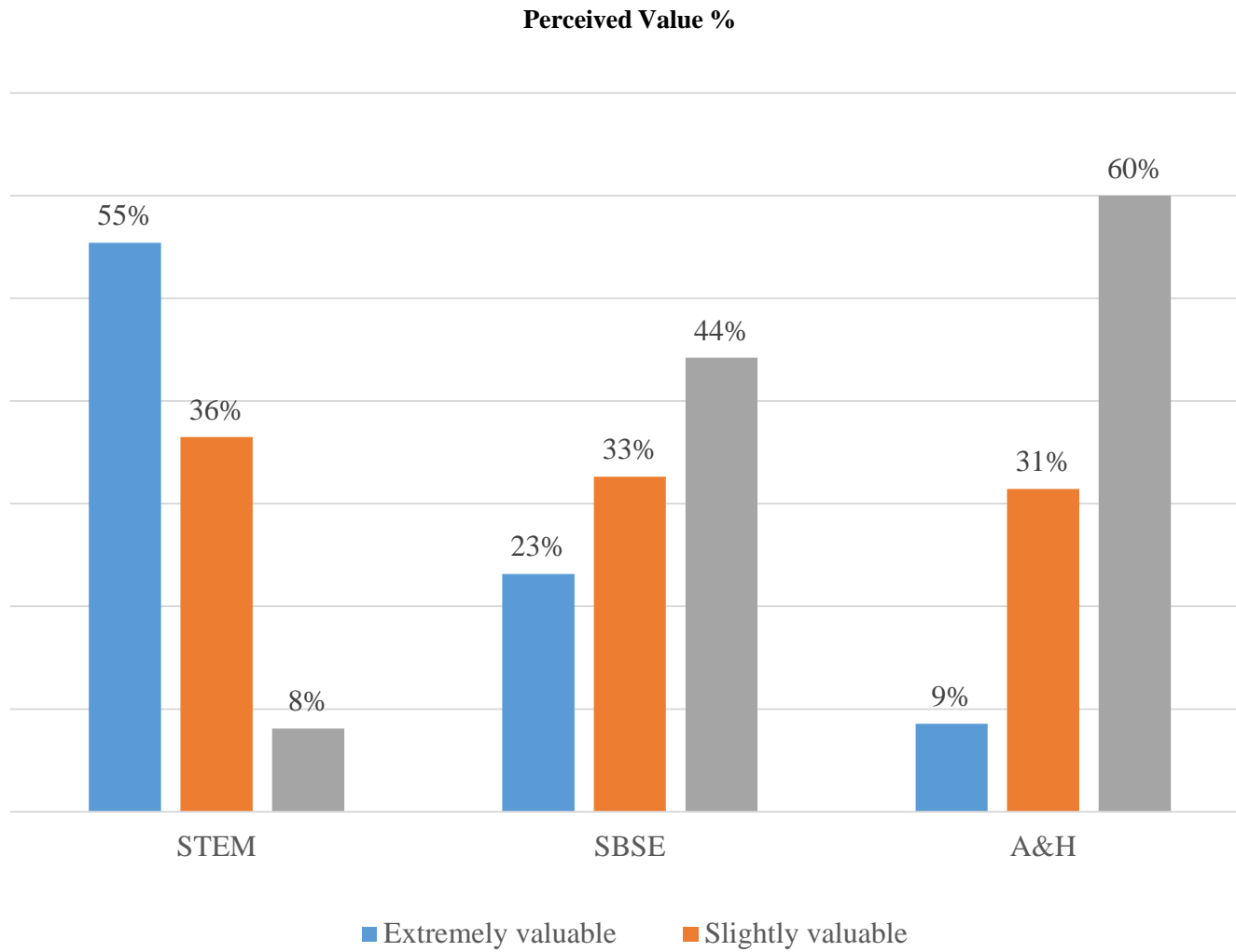




Figure 4b. Stage II: In-person lectures and discussion - Perceived Value



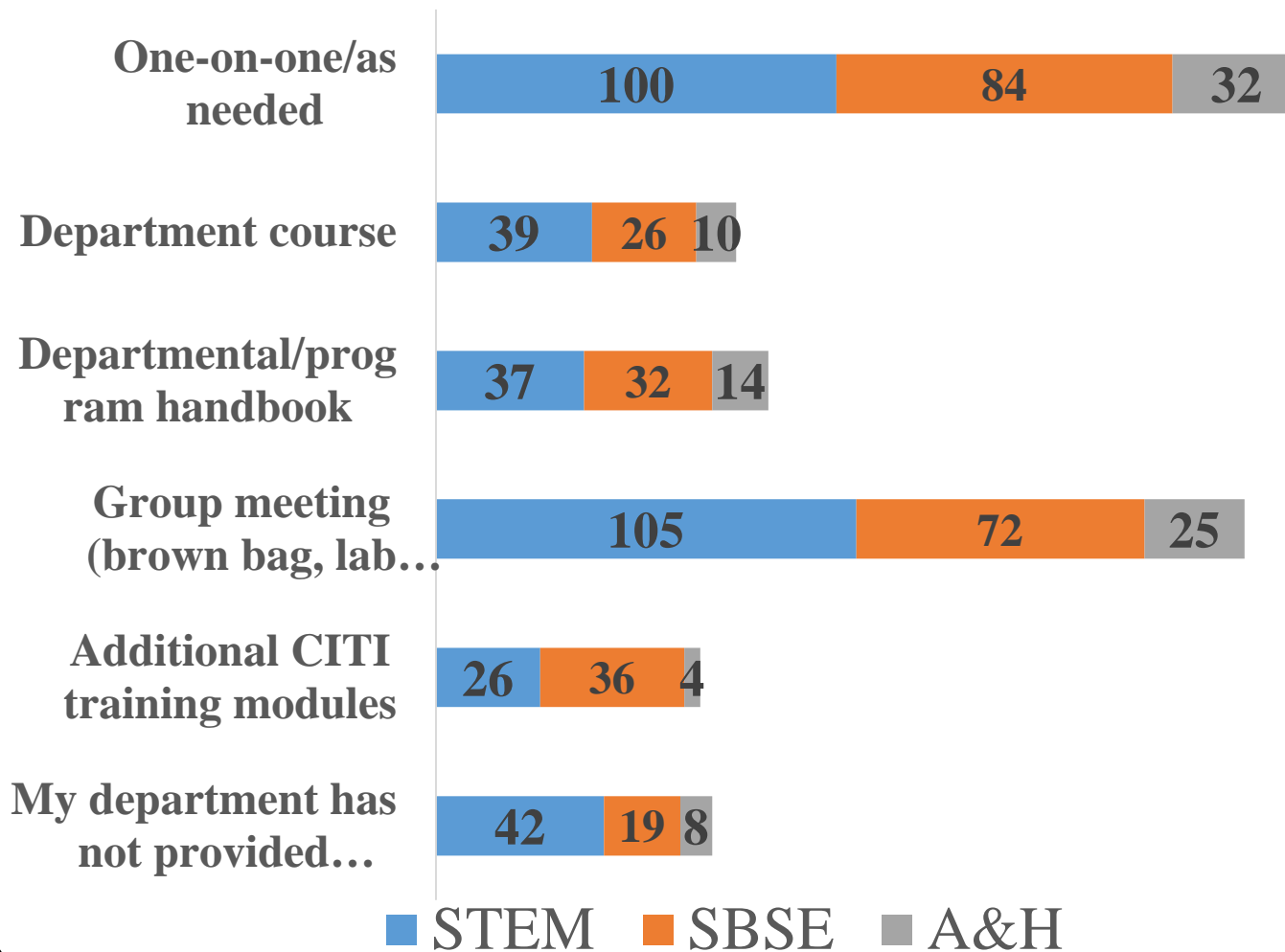
Stage II: In-person lectures. Student rankings

Lecture Rankings: 1 st & 2 nd	STEM	SBSE	AH	Total
Mentoring	63	40	19	122
Conflict Resolution	29	23	3	55
Effective Communication Strategies	26	19	8	53
Data Management and Recordkeeping	37	16	4	57
Reporting Misconduct and Whistleblower Protection	29	16	4	49
Peer Review Process	22	23	14	59
Authorship and Plagiarism	62	33	12	107
Conflict of Interest	28	20	6	54

■ 1st ■ 2nd ■ 3rd



Stage III: Department RCR Training - Activities by discipline



First round of revisions

- Added instructors from Social Sciences, Arts and Humanities to Stage II
- Added case studies to the stage II discussion that were geared towards SBSE and AH
- Shifted timing slightly – from first Saturday of the semester to third.



Faculty perspectives: culture shift?

- 68% of DGS thought that course should be mandatory
- Several programs increased departmental training since the implementation of GS 0900
 - But some programs have decreased departmental RCR training (STEM)
- Confirmed aspects of student evaluations
 - Authorship/plagiarism as a priority area
 - Prevalence of ad-hoc methods of disciplinary training



Future changes?

- Stage II
 - Better food 😊
 - Two half days
 - Some concurrent programming
- Program involvement
 - Choosing timing (first or second year)
 - Stage III opportunities
 - Ask programs to evaluate Stage IV essays



Responsible Conduct of Research: One Size Does Not Fit All

More information is available at:

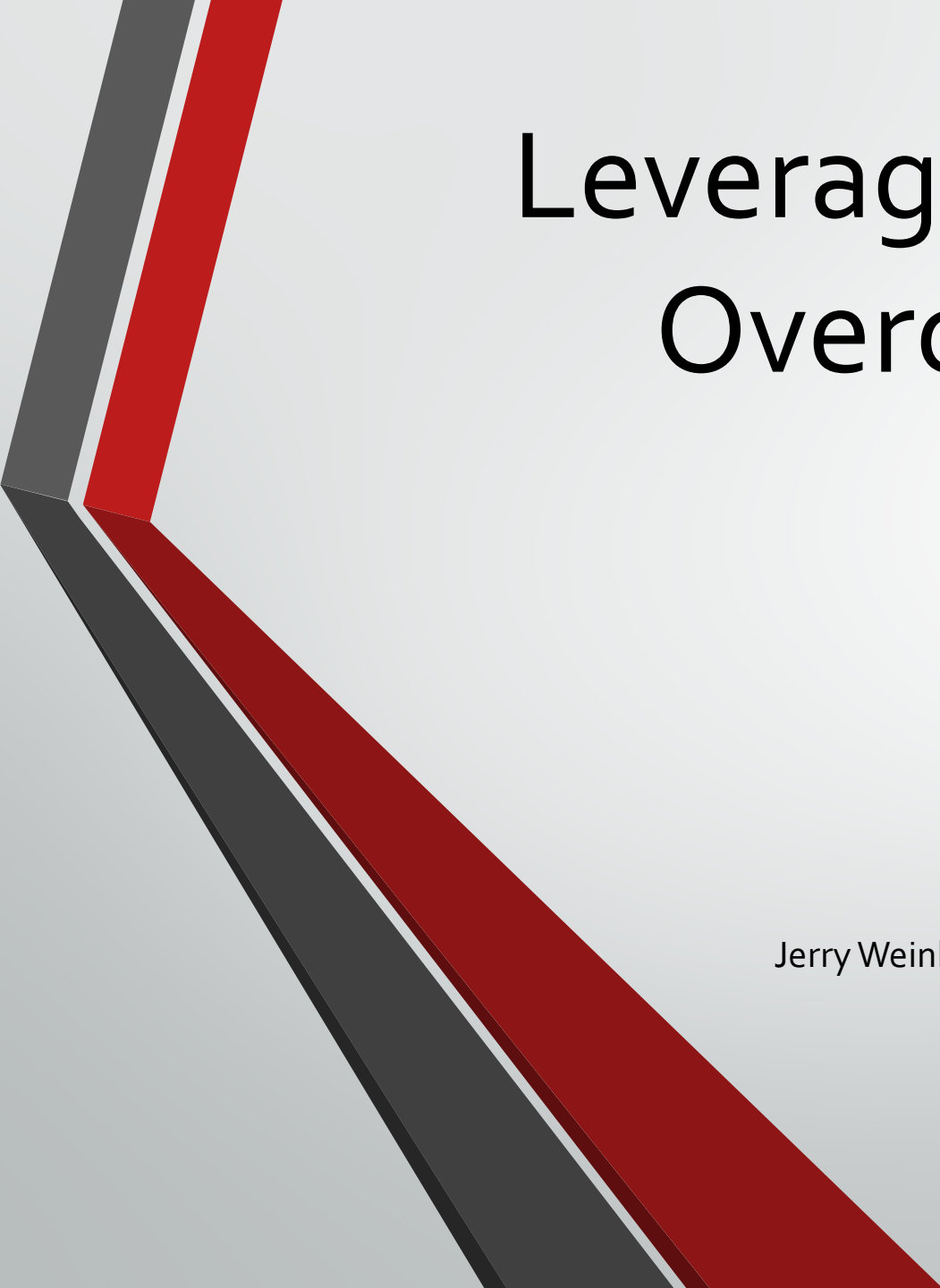
<https://gradschool.wayne.edu/postdoc/research-conduct>

Or, contact me:

Sharon Lean, Associate Dean
sflean@wayne.edu



Graduate School



Leveraging Collaborations to Overcome Challenges and Innovate

Susan Morgan, Associate Dean for Research and Graduate Studies

Tessa Keys, Former Director of Graduate Education

Zenia Agustin, Ph.D., Director of Integrative Studies

Jerry Weinberg, Associate Provost for Research and Dean of the Graduate School



SIUE Profile



- Large Masters Granting Institution
 - 50 Master's programs, EdD, DNP, PharmD, DMD
 - Undergraduate Enrollment: 13,000
 - Graduate Enrollment: 2000
- Top public, master's institution in Midwest for research expenditures
- Mission
 - Southern Illinois University Edwardsville is a student-centered educational community dedicated to communicating, expanding and integrating knowledge. In a spirit of collaboration enriched by diverse ideas, our comprehensive and **unique array of undergraduate and graduate programs** develops professionals, scholars and leaders who shape a changing world.
- Vision
 - Southern Illinois University Edwardsville will achieve greater national and global recognition and academic prominence through **innovative and interdisciplinary programs** that empower individuals to achieve their full potential.



The Graduate School Profile

- **Graduate Studies and the Office of Research and Projects**
 - Connects graduate programs/students with support of research and scholarship resources
- **Graduate Studies staffing**
 - Associate Provost for Research & Graduate Dean
 - Associate Dean of Research & Graduate Studies
 - Director of Graduate Studies and 2 support staff
- **Recruitment and admissions**
 - Moved under Enrollment Management to leverage undergraduate infrastructure, services and resources



Shifting Landscapes

- Economics, Demographics, Societal, Political
 - Decreasing state appropriation, increasing dependence on tuition revenue
 - Increasing pressure to leverage existing resources to meet multiple needs
 - Decreasing Illinois high school graduates, increasing returning, non-traditional students
 - Increasing interest in flexible curriculum and meeting the demand of emerging fields
 - Increasing emphasis on funding interdisciplinary research and regional research networks

Our Response

- Develop beneficial collaborations across campus and with external stakeholders
 - To better support our graduate students and programs, we have increasingly partnered with non-academic units.
- Graduate team approach to recruitment and admissions
 - Bi-weekly meeting bringing all areas involved around the table
 - Graduate Dean, Associate Dean, Director of Graduate Studies, Director of Graduate & International Recruitment, Associate VC for Enrollment Management
 - Graduate recruitment and admissions staff, education outreach (corporate partnerships), enrollment management staff, marketing staff (as needed)



Integrative Studies

- Introduction
 - Launched in Fall 2015 to leverage existing capacity in programs and provide undergraduate-only programs an opportunity to participate in a graduate program
- Successes
 - Awarded 1 Post-Baccalaureate Certificate in Sustainability (Environmental Sciences & Sociology) and 3 M.S. Degrees: (i) Diversity Issues & Global Affairs (Educational Leadership & Political Science), (ii) Chemical Physics (Chemistry & Physics), (iii) Cultural Heritage and Resources Management (Anthropology & Historical Studies)
 - Attracted students with interdisciplinary interests
 - Provided pathway for students who otherwise would not have completed a graduate degree
 - Non-grad programs have participated

Integrative Studies

- Challenges
 - Getting faculty on board
 - Solution: Scheduled meeting every semester with faculty involved in the program
 - Attracting the right type of student
 - Possible Solution: Intentional marketing
 - Course Offerings vs Required Courses
 - Solution: Develop individualized plan of study before student starts program



Integrative Studies Challenges Continued

- Faculty and student communication issues regarding research expectations
 - Solution: Created 2 listservs and a committee form
- Advising and tracking of students
 - Solution: Created a plan of study form
- Assessment – only 2 courses are common to all students
 - Potential solution: Asking faculty and students to inform Director when presenting so assessment forms can be collected



Integrative Studies Challenges Continued

- Students do not feel that they have a home
 - Possible Solution: Meet-and-greet events involving students and faculty
- Others
 - Recruitment of good Integrative Studies students to traditional programs
 - Pathway for students who realize program is not a good fit for them
 - Funding for international students

Writing Boot Camps

- **Introduction**
 - For final project/thesis/dissertation
 - Collaboration with English Language and Literature faculty and the Writing Center
- **Successes**
 - Five offerings, ~50 students attended with positive feedback
- **Challenges**
 - Funding
 - Short-term solution: funds from a center closing
 - Collaborators capping capacity served at 10 – 12
 - Collaborators willingness to pilot a hybrid boot camp
 - Solution: Surveyed students – strong preference for 100% online support but individualized



Student Affairs

- **Graduate Student Life Support Team**
 - Once-a-semester meetings between representatives of the Graduate School, Student Affairs units, and Enrollment Management units
- **Successes**
 - SIUE 101 – Blackboard site of resources for graduate students
 - SIUE Experience – new graduate student orientation prior to classes beginning
- **Challenges**
 - Offering graduate student specific services



Human Resources

- Successes
 - Use of Banner to store data for developing reports rather than using a shadow system
 - Unpaid leave for graduate assistants
 - E-contract for graduate assistants
- Challenges
 - E-contract for graduate assistants



Marketing & Communications

- Successes
 - Website overhaul
 - Online graduate catalog
 - Online posting of GA positions (in process)
 - Budget starting next year!
- Challenges
 - Determining priorities for advertising

Graduate & International Admissions

- Successes
 - Graduate Scholar Award – leverage for diversity recruitment
 - Leverage Radius/App Review for Competitive Graduate Award – move from manual to electronic process
 - “One” application that all use (faculty buy-in)
- Challenges
 - Staff turn-over in G&IA



Financial Aid

- Successes
 - Admission of students with significant prerequisites as graduate students
- Challenges
 - Interest in Post-Baccalaureate Certificates but financial aid not available

(Lost) Opportunities

- Textbook rental for graduate students
 - Recently made available to graduate courses as a result of a fee structure change but Graduate School left out of discussion
- Parking for graduate assistants
- A way to "count" students seeking endorsements



Lessons Learned

- A lot of people are willing to collaborate.
 - So ask or talk about what you want to do or are trying to do. (Examples: SIUE 101, ePAF)
 - And offer to help others. (Example: Radius)
- It helps to pay attention to what's going on across campus.
- Collaborations take energy and commitment to follow-through. And sometimes patience.

Concluding Thoughts & Questions

- As an office of a few people, recognize it's a challenge to provide services and to find and maintain collaborations.
 - But many units recognize they can help.
- Are there other populations that need services?
 - At SIUE, we need more outreach to co-op Ph.D. students and it's unclear sometimes where students in professional programs "belong."
- How do we connect graduate students to a central graduate school? And then maintain the connection?

A Move Toward Developmental Mentoring: Inspiring Underrepresented Student Researchers to Master Confidence, Competence, and Credibility

Lynn Lundy Evans, Doctoral Student, Human-Computer Interaction

Ashley Garrin, Ph.D., Assistant Director

Thelma Harding, Director

Ronald E. McNair Postbaccalaureate Achievement Program

Graduate College

Objectives

- ❖ Discuss concept of mentoring as a critical component to student success
- ❖ Propose a better approach to mentoring
- ❖ Generate a set of best practices for building effective mentoring relationships

GOAL: To help students reach higher levels of self-efficacy and professional presence

Overview

- ❖ TRIO Programs
- ❖ Ronald E. McNair Postbaccalaureate Achievement Program
- ❖ McNair at Iowa State
- ❖ What mentoring means for Graduate Education
- ❖ Self-Reflection Activity
- ❖ Move Towards a Developmental Mentoring Model
- ❖ Collection of Students' Good Experiences
- ❖ Professional Presence: Implications of the 3C's
- ❖ Takeaways

Federally-Funded TRIO Programs

- ❖ First-Generation
- ❖ Low-Income
- ❖ Underrepresented Students
- ❖ Students with Disabilities

Ronald E. McNair

- ❖ Research Preparation
- ❖ Enrollment in Graduate School
- ❖ Persistence beyond First Year
- ❖ Attainment of the Ph.D.



McNair Program @ Iowa State University

- ❖ Research Preparation
- ❖ Graduate School Prep
- ❖ Personal and Professional Development



Why Are We Here?

Mentoring, a critical component of the McNair program, impacts self efficacy, student success and often shapes our aspiring research scholars career choices.

McNair's Focus on Mentoring



Graduate
Student
Mentor

- ❖ Graduate Mentor Training
- ❖ Mentoring Memorandum
- ❖ Social Activity

Faculty
Mentor

- ❖ Faculty Mentor Orientation Meeting
- ❖ Research Component
 - ✓ Connected Assignments
 - ✓ Poster and Conference Presentations

What does this mean for graduate education?

Common Mentoring Practices

Traditional, Instructional Approach...

- ❖ Coach, advisor, supervisor, trainer, sponsor, role model
- ❖ Formal and authoritative in nature
- ❖ Task-oriented
- ❖ Performance-driven
- ❖ Time-stamped

Self-Reflection

Think about a mentoring relationship you have been involved in.

Q1. Who was that one memorable person that helped you? What connected the two of you?

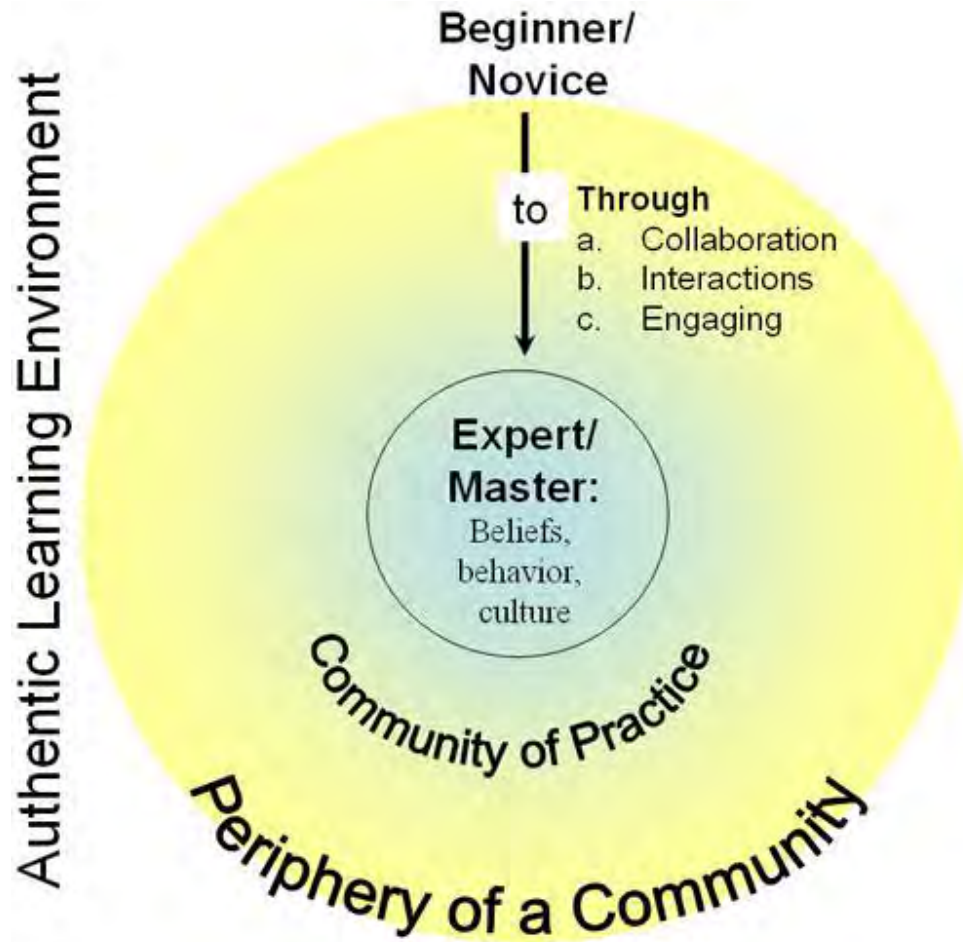
Q2. What did this person evoke in you that motivated you to trust your readiness, gave you a sense of ability to complete your degree, and helped you move into your professional career?



Move Towards a Developmental Mentoring

- ❖ Opportunities
- ❖ Processes
- ❖ Dyadic psychosocial interventions
- ❖ 3 C's of professional presence – confidence, competence, and credibility

Mentoring and Legitimate Peripheral Participation (LPP)



- ❖ Situated Learning – social process of practice from novice to expert
(Lave & Wenger, 1991)
- ❖ Situated Cognition – where knowing and doing become inseparable
(Brown, Collins, & Duguid, 1989)

Instructional

- Formal and authoritative
- Instruction-based
- Task/goal-oriented
- Short life span
- Performance-driven
- Focused on specific areas of development
- Decreased individuation

Goal: Change in behavior

Developmental

- ❖ Informal and non-threatening
- ❖ Participatory and supportive
- ❖ Relationship-oriented
- ❖ Long-term and continuous
- ❖ Development-driven
- ❖ Focused on professional presence
- ❖ Increased individuation

Goal: Personal transformation

The Good: What Student Mentees Shared

Confidence

“Setting my challenges high. I have been able to do more than I thought I was able to, and now I have a different view on how my academic journey should look like.”

“The most beneficial change I have identified is having more confidence in my work.”

“Confidence in the lab and knowing that I am suited for research, and that I am a fast learner.”

The Good: What Student Mentees Shared

Competence

“Being able to work on the project as the only undergraduate.”

“I feel that I have a better understanding for what I want my research to look like and now I can visualize it.”

“I have become more honest and engaging in asking questions when I do not understand a concept or methodology for the experiment.”

The Good: What Student Mentees Shared

Credibility

“The research projects I have been involved in allowed me to learn many different subjects within my field of study. I was able to have publications from the accomplished works in the lab, which is a plus when it comes to intellectual growth.”

“He helped provide an experience of what graduate school will be like, and pushed me academically to accomplish new things in a field that was completely new to me. He always made sure I was engaged and involved in the group and made me feel like a graduate student.”

Professional Presence: Implications of the 3C's

Confidence

- ❖ Self-assurance, self-efficacy
- ❖ Tenacity, courageous, self-reliant

Competence

- ❖ Knowledgeable, capable of mastery
- ❖ Qualified, proficient

Credibility

- ❖ Trusted, believable, convincing
- ❖ Integrity, reliability, stature

Think, Pair, Share: Your Current Mentoring Relationships

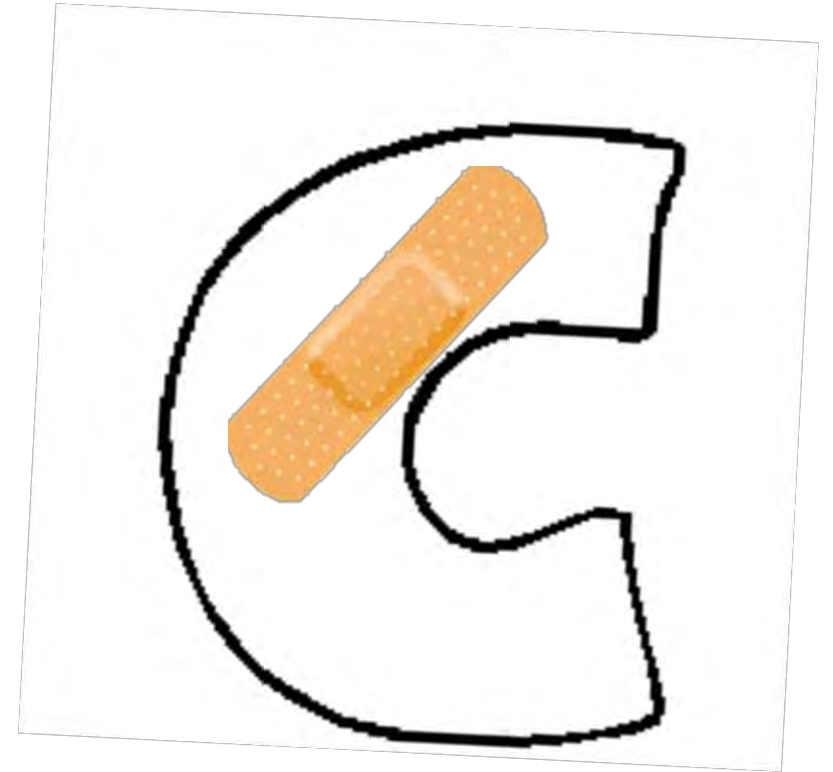
In thinking about the 3C's...

- ❖ Your Confidence
- ❖ Your Competence
- ❖ Your Credibility

How might you describe your *current* mentoring relationships?

When the 3C's Go Awry...

How might an attempt to influence the 3C's (confidence, competence, and credibility) go wrong?

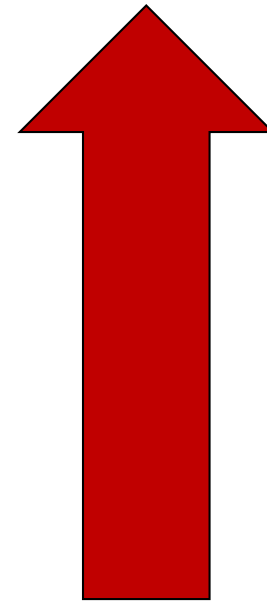


What best practices could be implemented on your
campus to foster

Confidence, Competence, and Credibility?

Takeaways: What Do We Want You to Know?

- ❖ Benefits of adopting a **developmental mentoring framework**
- ❖ Not only **Knowledge** and **tools** but understanding is needed to develop a **set of best practices**
- ❖ Higher levels of **professional presence** happen through mentoring relationships



Confidence

Competence

Credibility

Thank You!

Interested in learning more about the Ronald E. McNair
Post-Baccalaureate Achievement Program at Iowa State University?

<https://www.mcnair.iastate.edu/>



Major References

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UPON REQUEST FULL LIST OF REFERENCES CAN BE SENT VIA EMAIL

Leading Change Through Effective Conflict Engagement

Mary Lee Brock, MEd &
Jacqueline N. Font-Guzmán, PhD, JD, MHA
Negotiation and Conflict Resolution (NCR) Program

MAGS 2019, St. Louis, MO

March 2019

Creighton
UNIVERSITY

Graduate School
Department of Interdisciplinary Studies

What is our story?



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Negotiation and Conflict Resolution (NCR) Program

Forming conflict-competent agents of social change for a just and equitable world.

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Graduate School
Department of Interdisciplinary Studies

What is your story?...



**What
inspired you
to come to
this
session?**

**What do you
hope to take
away from your
time here?**

Our goals...

- Identify the distinction between conflict resolution and conflict engagement
- Assess and identify your blind spots when managing conflict
- Practice strategies for flexing your conflict style and shift from avoidance to engagement

Conflict engagement vs conflict resolution



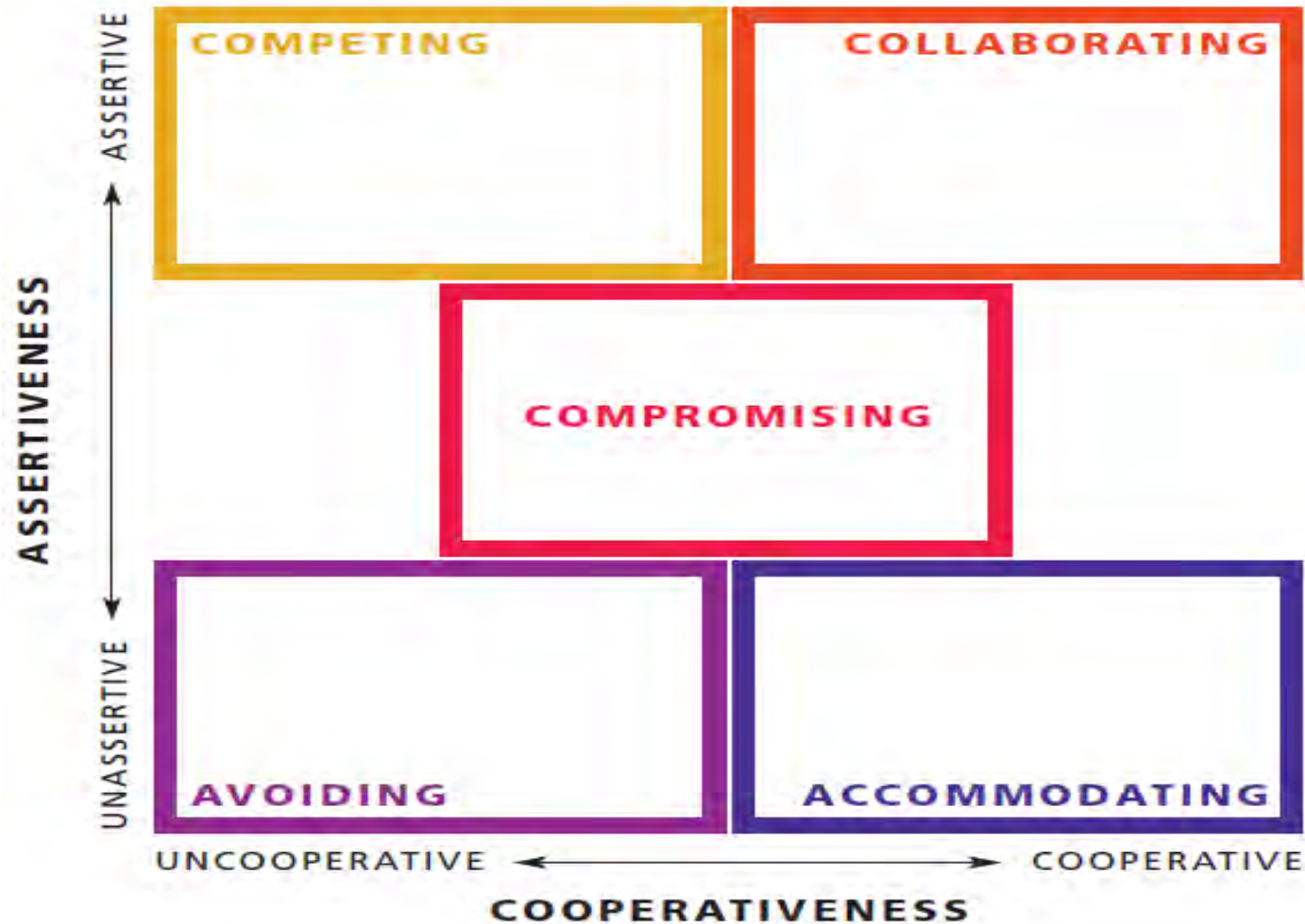
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Thomas-Kilmann Conflict Mode Instrument (TKI)





Negotiation and Conflict Resolution (NCR) Program

Forming conflict-competent agents of social change for a just and equitable world.

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Disclaimer: High Conflict Personality





We all want to be heard.....



Summarize what you hear...



Acknowledging does not always mean Agreeing....

Statements of Acknowledgment

- This is hard for you
- You feel strongly about this
- This is a frustrating situation
- There is confusion about this form
- You believe you got mixed information

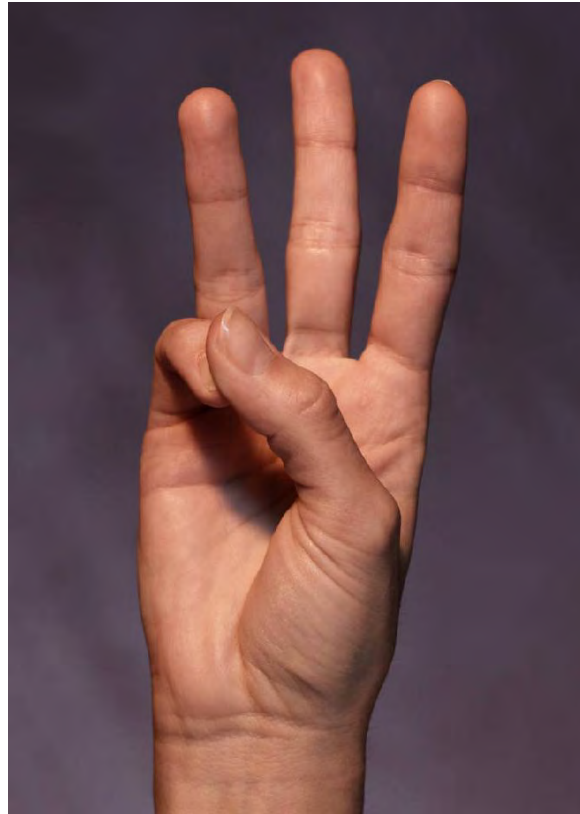
Acknowledge Emotions



Naming is not defining.....



What 3 strategies will you use to effectively engage conflict?



Thanks for your participation!

- **Visit NCR Program here:**

<https://gradschool.creighton.edu/program/negotiation-and-conflict-resolution-ms>

- **Facebook:**

<https://www.facebook.com/CreightonNCR/>

- **Twitter: @creightonNCR**

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<https://facebook.com/CreightonNCR>



<https://twitter.com/CreightonNCR>

Negotiation and Conflict Resolution (NCR) Program

Forming conflict-competent agents of social change for a just and equitable world.

Opportunities and Challenges For Graduate Education: The Next Decade

Suzanne T. Ortega
President

Midwestern Association of Graduate Schools
March 20, 2019

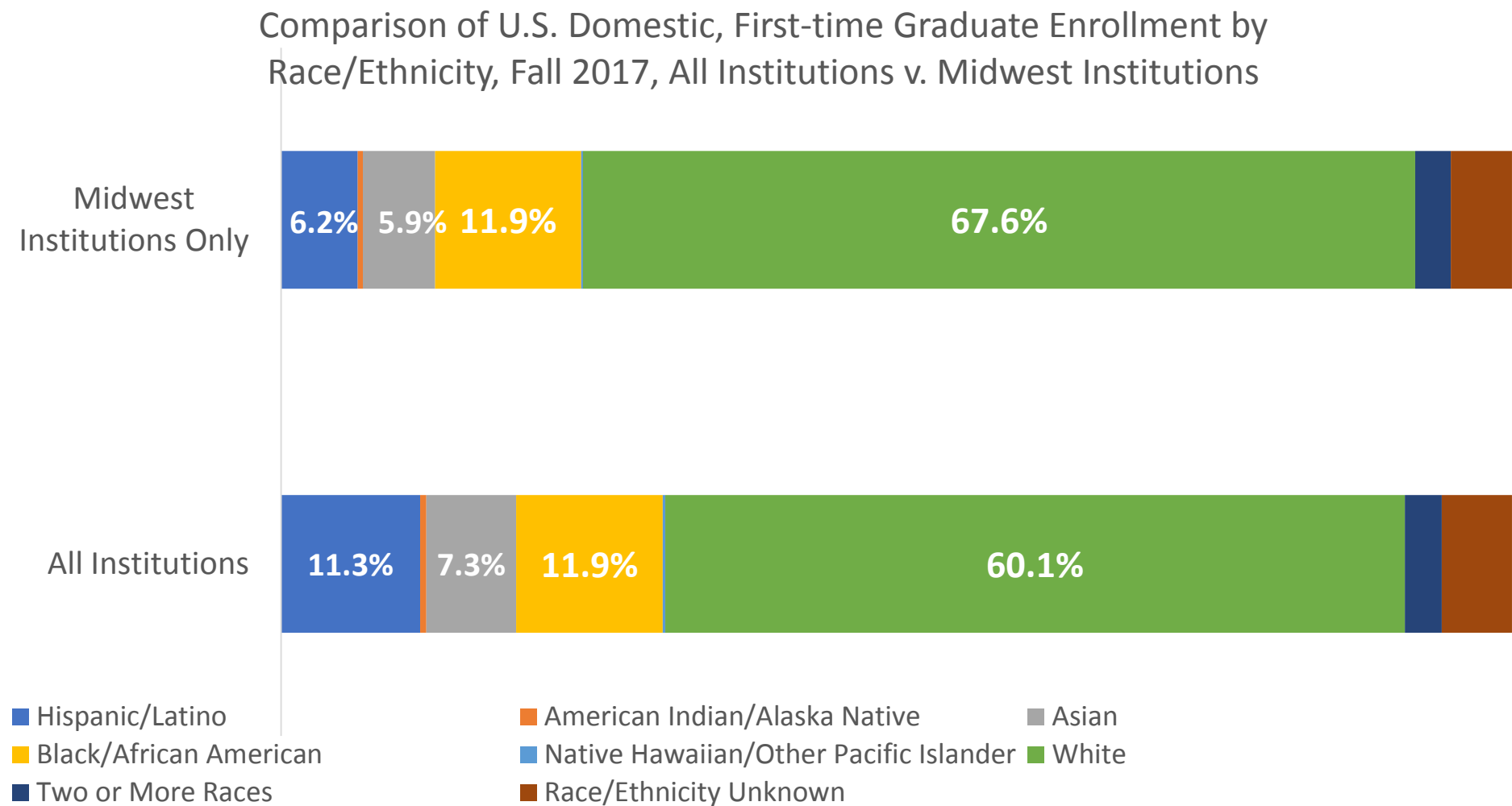
Takeaways from This Presentation

- Demographic, technological, economic, and political trends are changing the mix of students we serve and the careers and leadership roles for which they must prepare.
- Interdisciplinarity, multicultural competence, ethics, collaboration, and intellectual risk-taking will be more important than ever.
- This has implications for admissions processes, the way we teach and mentor our students, and the capstone projects, including the dissertation or theses, we ask them to prepare.

Demographic Changes: Diversity & Inclusion

- National Trends
- Comparisons

Comparison of U.S. Domestic, First-time Graduate Enrollment by Race/Ethnicity, Fall 2017



Demographic Change: The flow of International Students

- Change in the number of applications
- Change in the country of origin

Demographic Change: Generations

- Mentoring
- Mental Health



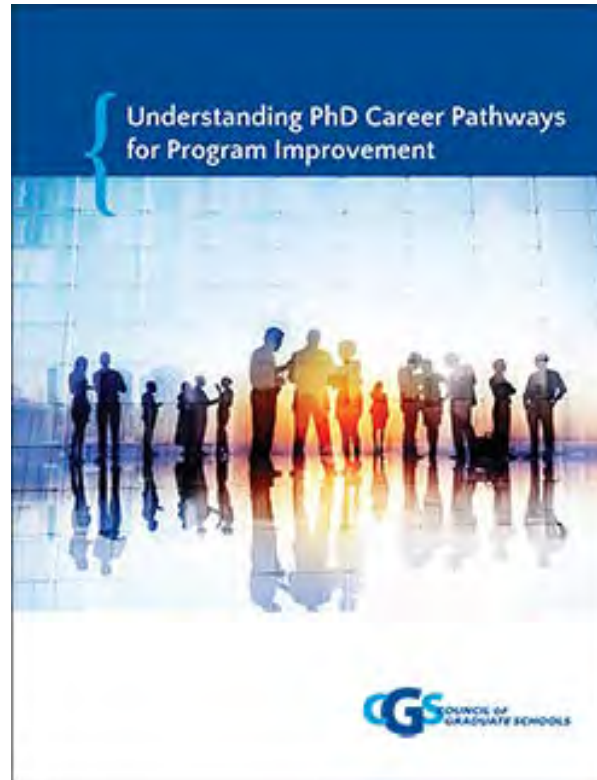
The Changing Nature of Work

The Project-Based Economy and Portfolio Careers

PhD Career Pathways



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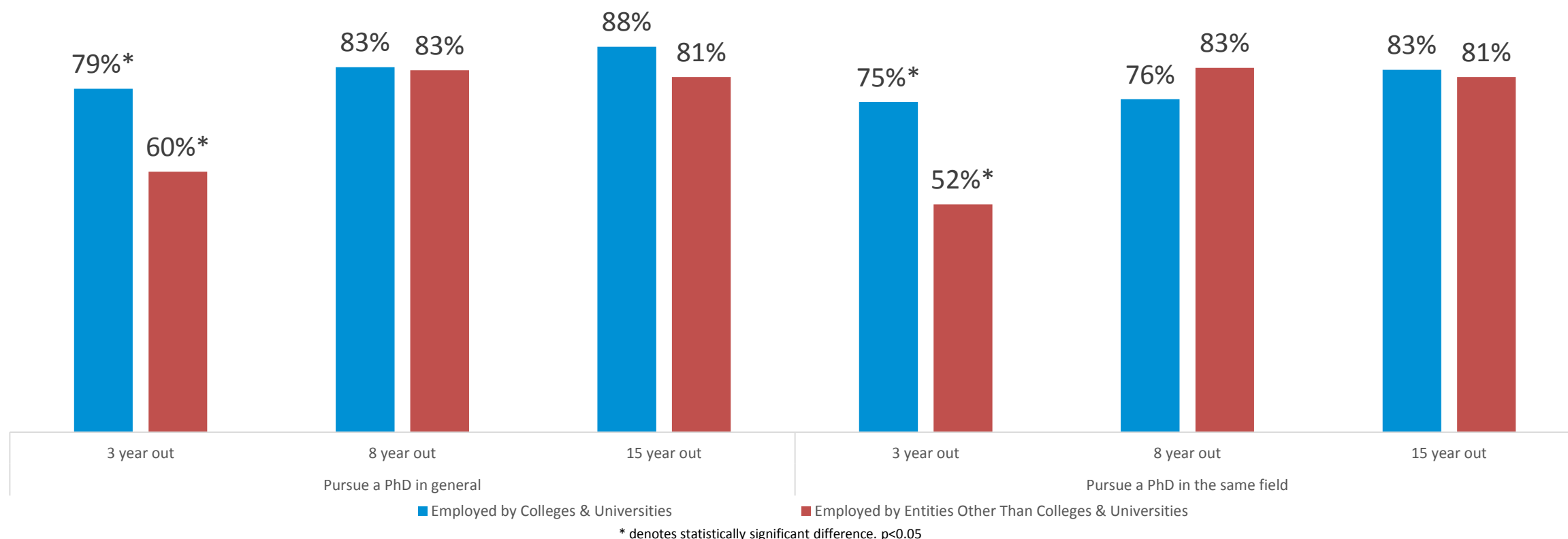


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FOUNDATION

<http://cgsnet.org/understanding-career-pathways>

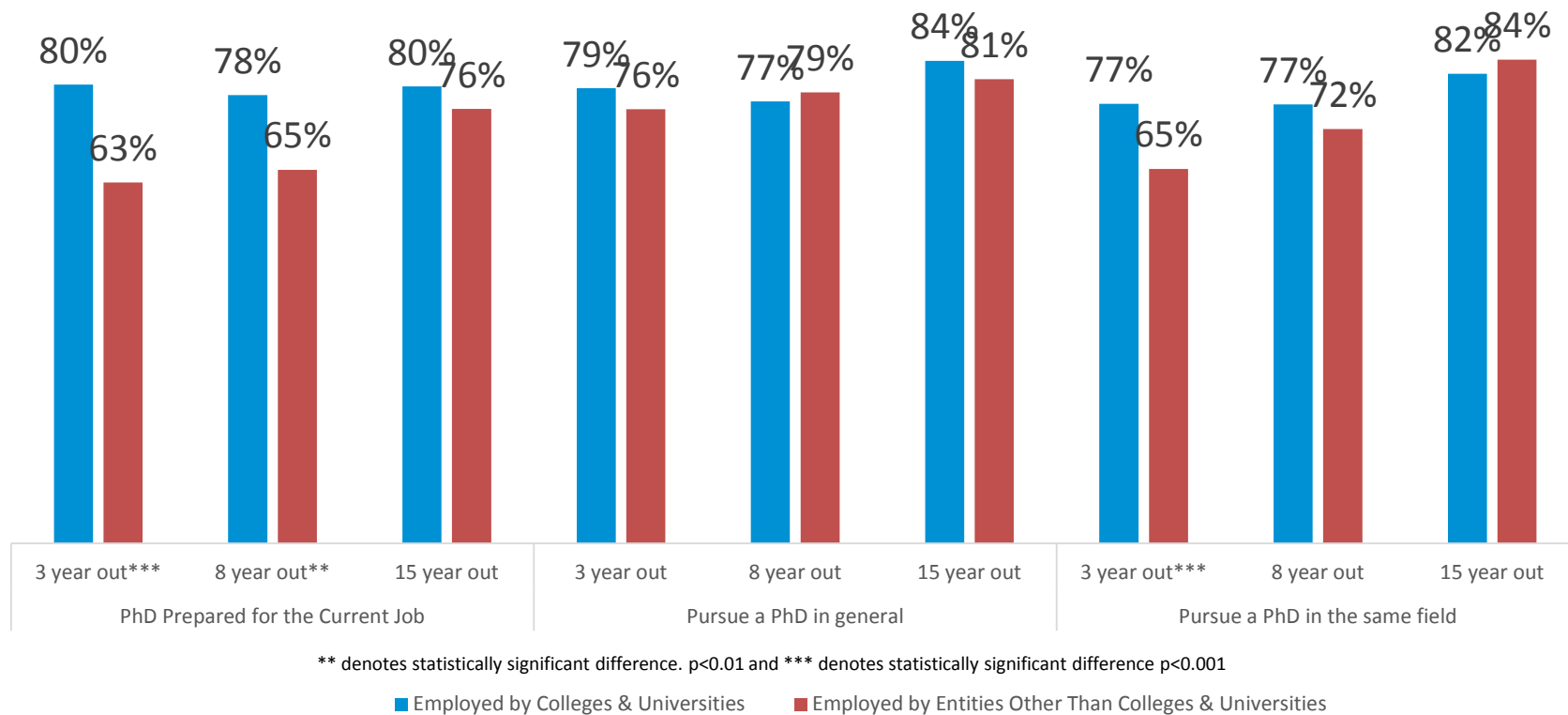
Despite some concerns about Humanities PhDs, many both inside and outside of the academy find the value of their doctoral education.

Percent responding "Definitely Would" or "Probably Would" to survey item "Given the perspective that you have gained since completing your PhD, if you had to start again, how likely would you do the following?" among Humanities PhDs



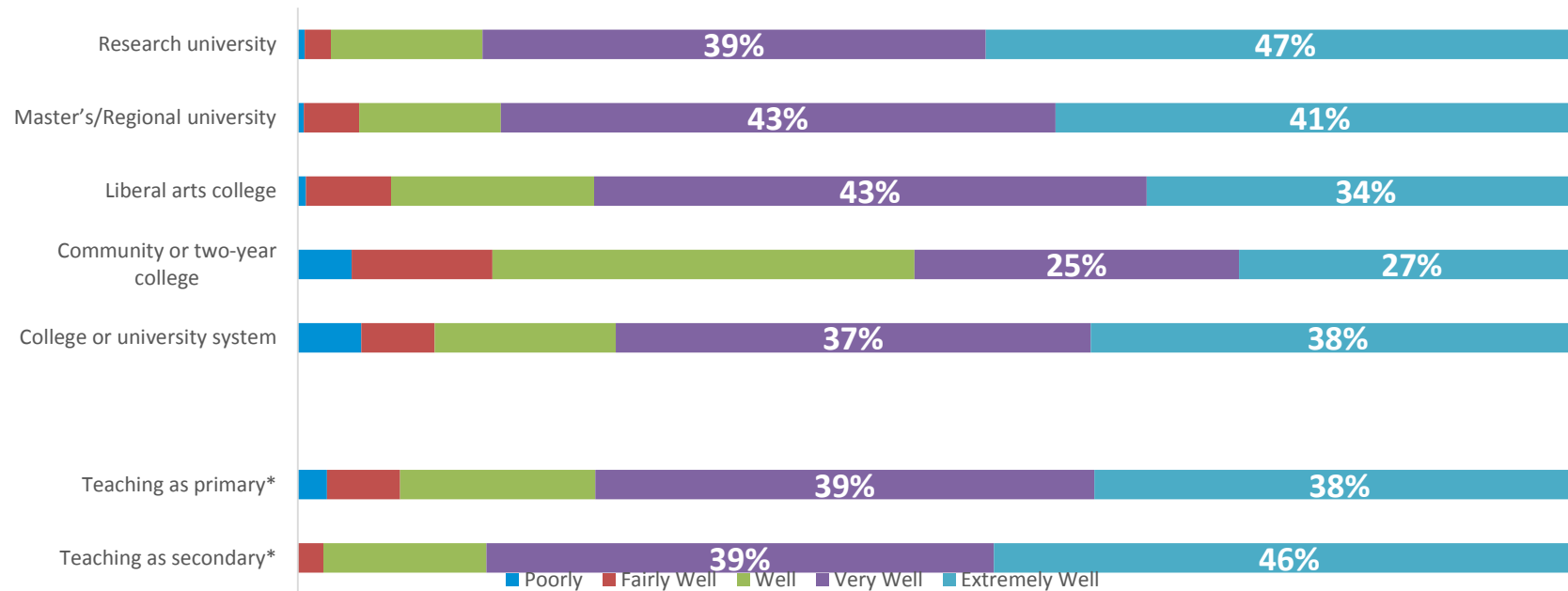
Biological & Health Sciences PhDs, both inside and outside of the academy, find the value of their doctoral education.

Percent Responding "Extremely Well/Very Well" or "Definitely Would/Probably Would" to survey items "How well did your PhD prepare you for the current job" and "Given the perspective how likely would you do the following?" among Biological & Health Science



Generally, PhD holders at colleges and universities feel well prepared by their doctoral education, but less so by those who have teaching as their primary responsibility.

Responses to survey item "How well did your PhD prepare you for your current job?" by job sector and by teaching responsibility for respondents working in postsecondary education with teaching responsibility



% of Doctoral Students Indicated "Very Important" or "Extremely Important" for Various Factors in Selecting the First Job After Earning a PhD by Selected Characteristics.



What will advanced degree holders need to know and do?

- Interdisciplinary habits of mind
- Public communication of scholarship
- Big data
- Intellectual risk-taking
- Global Competencies

*In light of these changes, how
can graduate schools foster
discovery and innovation and
preparation for tomorrow's jobs
and leadership roles?*

New dissertation models: Policies

- **Removing roadblocks**
- **Articulating possibilities**
- **Increasing impact**

What About the Master's Degree

- Expansion of MicroCredentials and Competency-Based Programs.
- More flexible degree requirements.
- New cost models.
- Increased transparency.

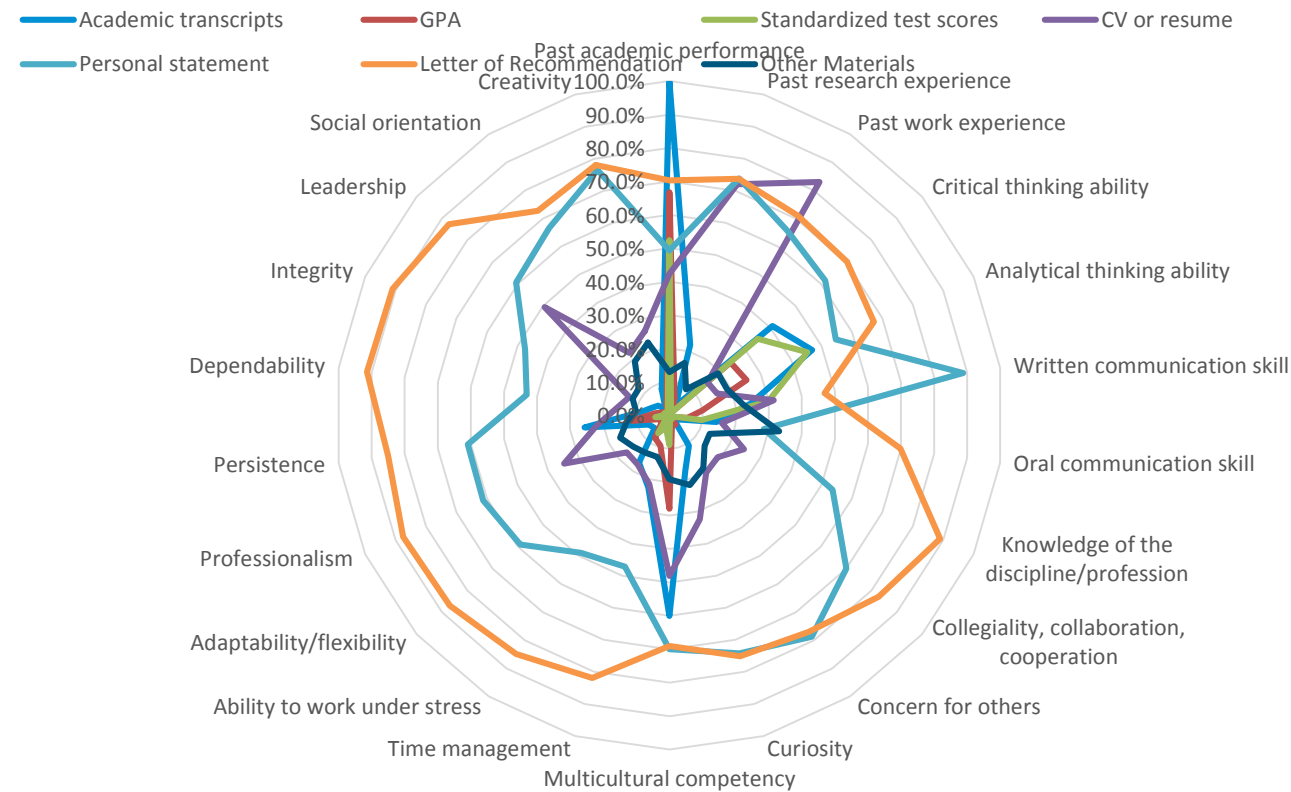
Master's Admission Attributes Project: Key Findings

➤ We found that:

- Potential for completing the degree is the most important criterion admission committees use.
- Critical and analytical thinking are the most important attributes try to assess.
- Letters of recommendation are used to evaluate a wide range of applicants' attributes and qualities during master's admissions.

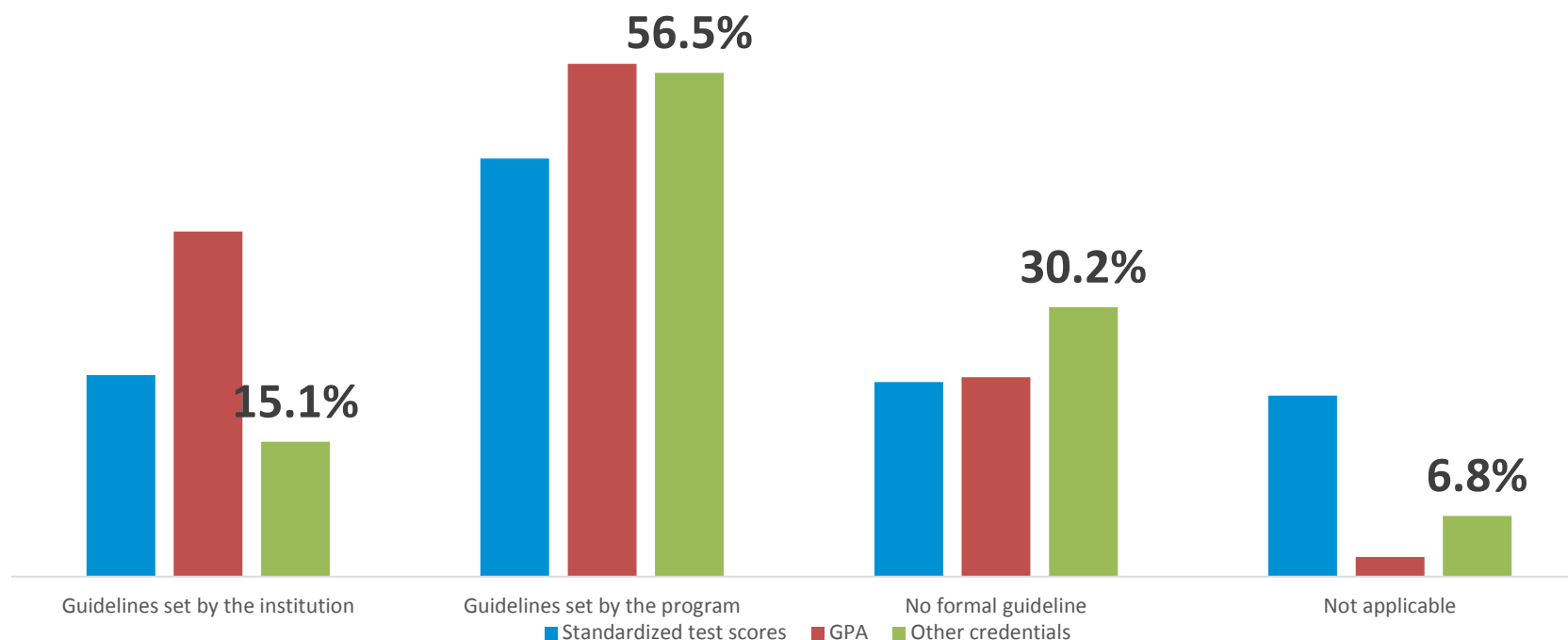
Letters of recommendations and personal statements are used to weigh a wide range of cognitive and non-cognitive attributes in application processes.

Percentage Shares of Master's Programs Using the Selected Application Materials to Weigh Cognitive and Non-Cognitive Attributes of Applicants



Yet, few graduate schools offer guidelines/rubrics for reviewing LoR or PS, and 30% master's programs have no formal guideline.

Percentage Shares of Master's Programs Using Guidelines/Rubrics for Reviewing Select Application Materials





Issues on the horizon: The road ahead

Challenges and Opportunities

- Career Pathways, including Masters Pathways
- Development of inclusive pedagogies and admissions practices
- Graduate Student Mental Health
- Free Speech on Campus
- Microcredentials
- Research Integrity in the World of Big Data
- Future of the Dissertation

Thank You

*We hope to see you
in San Diego this
July
for the
NDI/Summer
Workshop*



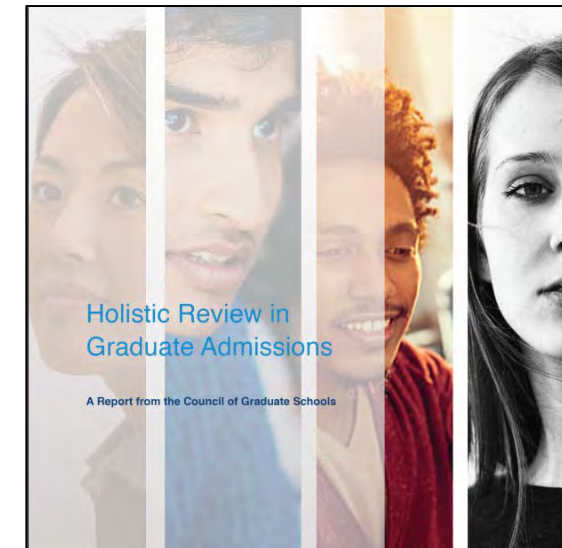
Doctoral Initiative on Minority Attrition and Completion



Resources



University of Wisconsin Ad Hoc Committee on the Future of the Dissertation



Engaging Communications Professionals Early to Expand the Reach of the Graduate College

Introductions

Charlotte Bauer

Assistant Dean for Communications & Strategic Planning

Alexis Thompson

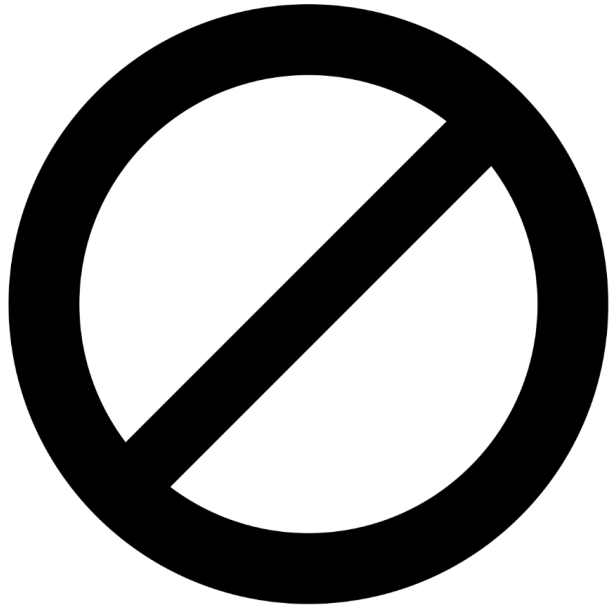
Assistant Dean for Student Success



Goals

- Look at benefits of collaborations with communications
- Understand key moments in the process where collaborations are impactful
- Considerations for fostering collaborations

**What does a collaborative process
look like?**



Not passing the baton

Not design by committee

Collaboration: a shared model

PURPOSE:

To benefit from expertise at the critical moments

To share institutional knowledge / cross-train

To set up for for long term planning & success



Leadership support and an organizational structure that allows for collaborative work are key.

Communications & Programming Collaborations



<https://go.grad.illinois.edu/events>

Project-level collaboration

ADVANTAGES:

- To include insights & knowledge from different vantage points
- To understand the desired intent & impact of the programming
- To create a narrative for your audience

Key phases in the process



Visioning

Conceptualization

Project Development

Implementation

**Assessment &
long-term planning**

Visioning

What if?

- Articulating vision so others can also see the vision and why it matters
- Positioning for future opportunities
- Strategic planning to engage entire college/unit
- Not focused on current resources or constraints

Conceptualization

Why would we do it?

What could it look like?

- Gathering people with different vantage points
- Is there a real need for it
- Identifying goals that are shared and not shared
- Articulate the intent of programming, exploring multiple facets to establish rationale
- Be open to big ideas even if cannot be implemented first year - don't stifle conversation / project potential

Project Development

What is it?

- Commit to direction
- Define roles and resources
- Independent/parallel work
- Determine check in points
- Establish what is reasonable for different roles while keeping the project on course – because all players need to commit
- Who is leading the group efforts

Implementation

How?

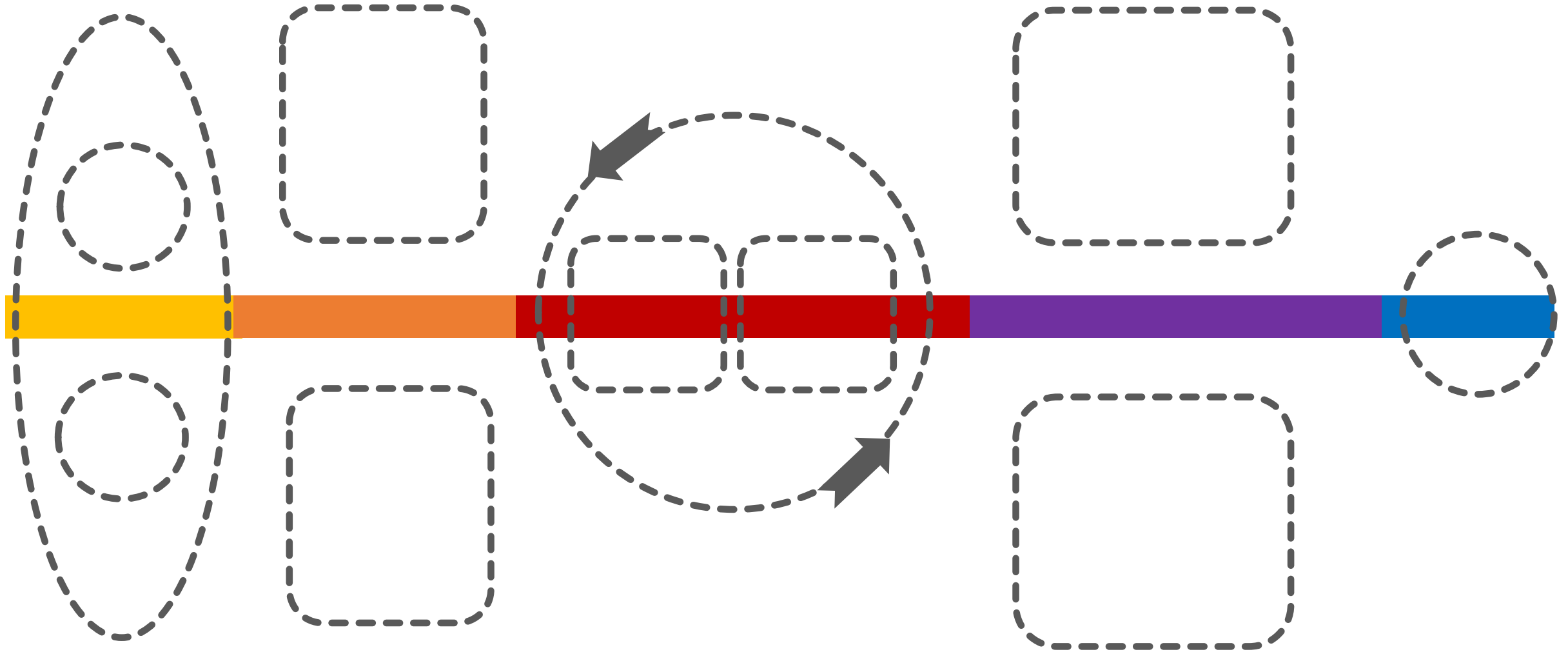
- Roles and deliverables need to be clear
- Agree on intermediate check points make sure it is going as planned
- Determine coordination for last details and final push
- Check feasibility of deadlines
- Express appreciation for everyone's roles and understanding that it impacts people's day to day work

Assessment & Long-term Planning

Did it work?
What do we do next?

- Recap meeting to invite feedback from all areas involved
- Imagine how to build on success
- Being okay if something didn't work
- Determining what is doable in stages (year one goals, year three goals, etc.)

VISIONING > CONCEPTUALIZATION > DEVELOPMENT > IMPLEMENTATION > ASSESSMENT



Challenges

- Who gets credit? How do you recognize people's contributions?
- Who is accountable?
 - Dangers of having a single person accountable
- Uncertainty of who does what
 - Requires strong communications

Benefits

- Create a more uniform and on-going experience for your audience
- Articulate a compelling story about the goals of the program for the audience
- Align what you do with how you talk about it
- Increase the reach/impact of the program
- Integrate the program into the larger strategic goals

Collaboration Reflection

Who? How? When?

CASE STUDY #1

GradMAP

Communications

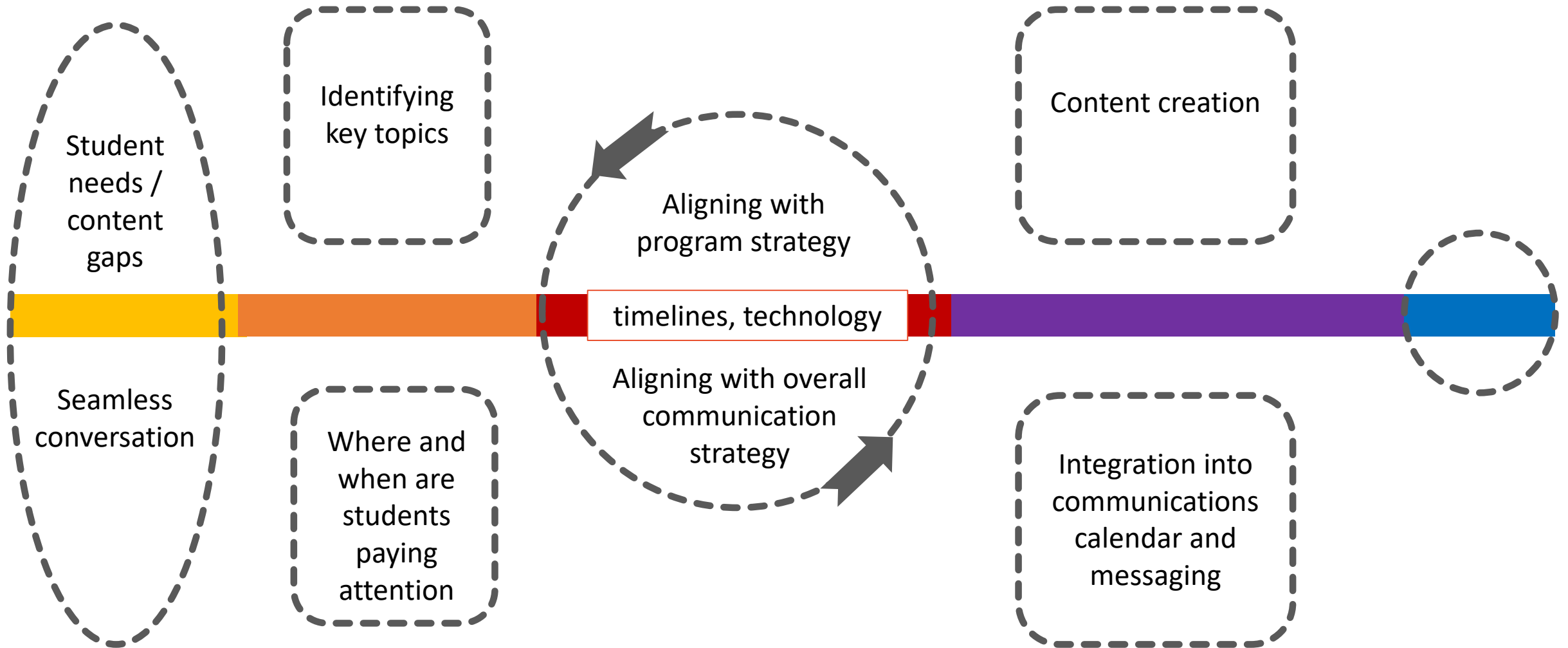
Onboarding/Welcome
Communications

Student Success

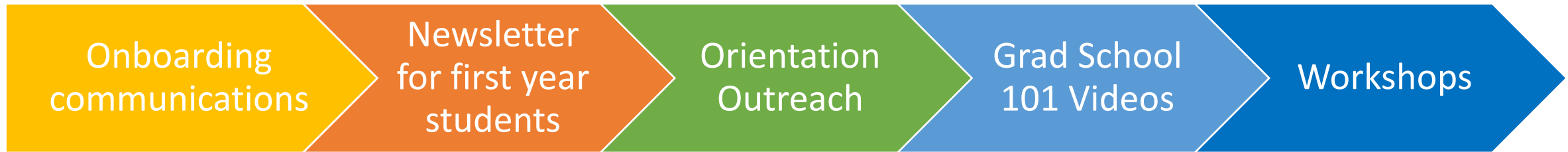
GradMAP
Skills Building Workshop

Orientation Outreach and Videos

VISIONING > CONCEPTUALIZATION > DEVELOPMENT > IMPLEMENTATION > ASSESSMENT



GradMAP: A First-year Orientation Experience



I GRAD MAP

CREATE YOUR JOURNEY

Taking a Break

Hello Graduate Student,

You're into the home stretch of Finals Week! Take a moment to reflect on all your accomplishments and what you've learned. Once your work for the term is done, it is time to take a well-deserved break and enjoy some down-time. The break is also a great time to get a head start on some tasks as there are fewer distractions. [Check out our blog on using your Winter Break](#), and remember that play is a productive use of your time too.

**Campus Spotlight**

The **Undergraduate Library** is not just for undergraduates. The movies that you can check out. [See their blog for tips](#) on things

Dial-a-Carol is a great tradition in the Illinois housing community open at 12 AM on December 13th, and they will be answering calls until 11:59 p.m. on December 19.

Community Spotlight

Now is a great time to continue to explore your wider community displays, community art spaces, music and food, or outdoor activities. Local guides are a great source of information. For Champaign-Urbana local listings:

- Champaign-Urbana Area [Family-Friendly](#)
- [News-Gazette](#) calendar listings
- Events and highlights listed on [Smile Politely](#), Champaign

Next Steps

Final grades will be available on December 29 via [Self-Service](#)

If you would like to start planning for spring, here are the key dates for [Spring 2019](#).

Many campus offices will be closed from December 24 through January 2, 2019. Some offices may also have limited hours before instruction begins. If you need assistance, we encourage you to visit the office/service website to check their hours.

In October, we included a highlight on Campus Recreation. Both the CRCE and Ice Arena will be open over winter break, but [check the hours](#) before heading over.





GRAD SCHOOL 101

YOUR GUIDE TO GRADUATE EDUCATION

Creating a Roadmap for Graduate School Success

I ILLINOIS GRADUATE COLLEGE



CASE STUDY #2:

Faculty

2,500+ Grad Faculty

150+ Masters Programs

95+ Doctoral Programs

Shared Goals:

- Improve engagement with faculty
- Articulate what we do
- Share information about best practices
- Make some processes more transparent

Re-packaging Information

GradMENTOR Newsletter:

Grad Ed in the news
Helping your students succeed
Mentoring resources
Dates/Deadlines

10-Minute Tips Videos:

Fellowship and Grant Programs
Nominating Effective Nomination Statements
Preparing Students to Deposit
Best Practices for Doctoral Examination
Committees



Empowering Faculty

Media/Resource kits to help celebrate student success and opportunities
Train-the-trainer opportunities
Data tools

Seeking Faculty Input

Strategic Planning Groups
Casual Conversations

Speaking with One Voice

Email Templates
Communications Transparency
Easily findable resources



January/February 2019

GradMENTOR is a publication of the Graduate College designed to provide you with resources as you work with and mentor graduate students and postdocs.

Recent Articles on Graduate Education

Universe of Doctoral Universities Expands: Carnegie classification's new category of "doctoral/professional universities" acknowledges growing role of non-research-oriented doctoral work in graduate education. ([Inside Higher Ed](#))

Master's Degrees More Popular, Increasingly Online: Master's degree programs have grown more popular, enroll more diverse students and are increasingly offered online, according to a new analysis from the Urban Institute. ([Inside Higher Ed](#))

Graduate Education Reform, Starting With Advising: Historians and language professors discuss strategies for improving advising and graduate education in general at recent annual meetings. ([Inside Higher Ed](#))

One Way to Be a Better Mentor to Grad Students? Try an Advising Statement: Alleviating students' worries is one goal of the advising statement. Another is encouraging professors to reflect on their own philosophies about mentoring and advising. ([The Chronicle of Higher Education](#))

The Emotional Toll of Graduate School: Mental health disorders and depression are far more likely for grad students than they are for the average American. ([Scientific American](#))

Announcements and Deadlines

Graduate Student Leadership Award

Do you know a graduate student who has demonstrated impressive leadership? Sponsored by the Graduate College, this award recognizes graduate students who have exhibited outstanding service that has had a positive impact on campus or wider communities. Please encourage graduate student leaders to apply before the **February 28 deadline**. The winner will receive a \$500 award for professional development travel.

REU Fellowship Process Updates

The University of Illinois offers several Research Experience for Undergraduates (REU) programs. These programs are designed to give undergraduate students the opportunity to participate in research-related activities. Most University of Illinois REUs offer students a fellowship stipend. Last year, the processing of REU stipend payments was centralized in the Graduate College in an effort to provide campus with a standardized process. Based on valuable feedback from departments, we have made updates to the information form and procedural [information on our website](#). If you have questions, please contact us at reu-programs@illinois.edu.

Helping Your Students Succeed

Conference Travel Awards for Grad Students

The Graduate College provides awards of up to \$350 for students to travel to professional conferences to present papers, posters, or creative work. [See our website for details](#).

Students are not be able to submit directly to the Graduate College. Application is by department nomination only. There is, however, a form posted on our website for students to submit to their department for consideration. **The deadline for departments to submit nominations is February 25, 2019.**



NOVEMBER/DECEMBER 2018

GradMENTOR is a publication of the Graduate College designed to provide you with resources as you work with and mentor graduate students and postdocs.

Helping Students Cope with Stress

The end of the semester can be a stressful time for everyone, especially graduate students. In the national conversation, recent studies suggest that the feelings of depression and anxiety can be particularly high among graduate students (see [Inside Higher Ed](#) and [The Atlantic](#)). We greatly value our graduate students and are committed to their success and wellbeing. As you work with graduate students in your program, please be aware of the following campus resources, if they should ever be of need.

Community of Care

Particularly as the end of the semester approaches, you may come into contact with students who are struggling and/or in need of extra assistance. There are many reasons why students may be struggling or in distress, including relationship difficulties, stress, physical or mental health issues, academic challenges, or financial problems. Students may provide a number of signs that they are having difficulty. Being aware of these signals, as well as resources to help, plays an important role in supporting student success. If you know someone in distress, you may be in a position to offer support or guide the person to an appropriate resource. You are not alone, and the resources discussed on the [Community of Care website](#) — the Office of the Dean of Students, Student Assistance Center, Emergency Dean Program, and Behavioral Intervention Team — are here to help. See especially:

- [Resources for Faculty](#)
- [Resources for Students](#)
- [When to make a referral](#)
- [Share a concern](#)

Graduate College Problem Solving Assistance

Students, faculty, and staff at the University of Illinois at Urbana-Champaign are a diverse group whose personalities, experiences, activities, and personal goals vary widely. Graduate College staff are experienced in the types of conflicts and problems that can arise in this environment. Staff members are available to assist students with effective problem solving and to help students identify steps that may be taken to resolve problems and help them make academic progress.

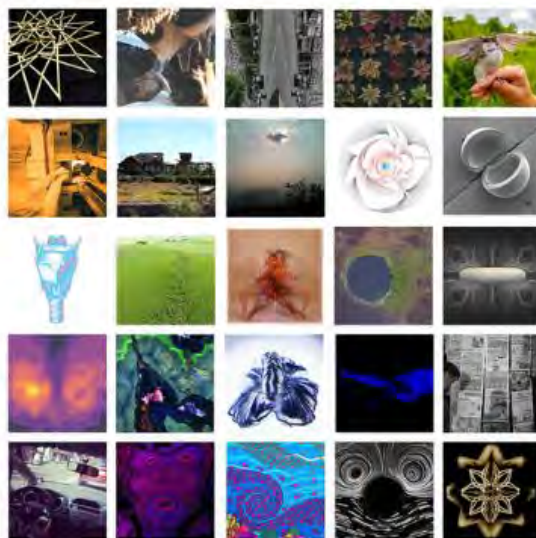
If you would like assistance with problem solving, contact gradsuccess@illinois.edu or (217) 333-4610 to schedule a meeting.

The Counseling Center

The Counseling Center provides services to help students address many academic, relational, social, and emotional concerns. Staff members are trained and prepared to help students through whatever issues you may need assistance with, whether it be mental health issues like depression and anxiety, or academic issues such as time management and studying skills, or adjustment issues such as transition to college, work-life balance, or homesickness. See the [faculty/staff FAQ](#) for information about Counseling Center services and resources.

Kognito At-Risk Suicide Prevention Training

To ensure that students who are distressed get the support they need, the University of Illinois Counseling Center has partnered with Kognito At-Risk to provide online training simulations. The training helps you better identify, support, and connect distressed students with campus services. Kognito At-Risk has the feel of a video game as you make choices about what to say and do in conversations with students who may be distressed. It takes just 30-40 minutes



The Image of Research 2019 - Grad Edition

Congratulations to the semi-finalists in the graduate student edition of the 2019 Image of Research competition!

Join us at the [Image of Research Reception](#) to see the 25 semi-finalists on display and vote for the People's Choice Award! Winners of the Image of Research will be announced at the event.

Wednesday, April 3, 4 - 5:30 p.m., Main Library, room 220

[Explore all the semi-finalists on Instagram](#) or click on the individual titles below.

The semi-finalists are:

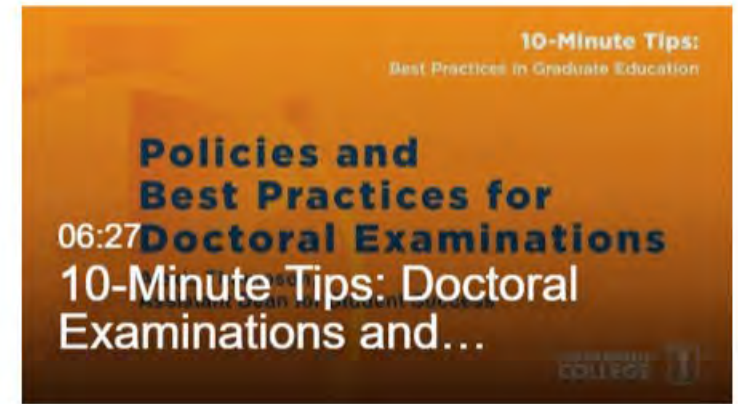
- Paul Michael Leonardo Atienza (Anthropology), [A GPS to Finding Love in a Congested Place](#)
- Fan Kiat Chan (Mechanical Science and Engineering), [The Oscillating Donut](#)
- Purba Chatterjee (Physics), [Strength in Numbers: An Art of Life](#)
- Jaylen De'Angelo Clay (Dance), [Lost in Translation](#)
- Elliot Emadian (Dance), [blue, I confuse, I who](#)
- Jay Howard (Crop Sciences), [Sourcing Natural Food Colorants from Amaranth](#)
- Savannah Hubly (Speech and Hearing Sciences), [Transgender Voice and](#)

- [Personal Identity](#)
- Vaibhav Karve (Mathematics), [6174](#)
- Jean Larmon (Anthropology), [At the Water's Edge: Fighting Poaching on Sacred Landscapes](#)
- Shelby Lawson (Animal Biology), [Unhand Me!](#)
- Dicky Liu (Electrical and Computer Engineering), [The Extra Steps It Takes to Break the Limit](#)
- Soumya Negi (Cell and Developmental Biology), [Faces of Genesis](#)
- Justin B. Nevill (Civil and Environmental Engineering), ["This was my father's house... he didn't make it."](#)
- Lucas Neira (Animal Science), [Good to the Last Drop](#)
- Matt Milner (Mechanical Science and Engineering), [Small-Scale Ballistic Cavitation: High Pressures and Fast Pulses Fracturing Soft Material](#)
- Aparna Pillai (Architecture), [Motion Structures](#)
- Daniel Rhee (Civil and Environmental Engineering), [A-maize-ing Tornado Footprint](#)
- Puja Roy (Atmospheric Sciences), [Clouds: Ciphers in the Sky](#)
- Fatemeh Saeidi-Rizi (Landscape Architecture), [The Physical Quality of Our Environment](#)
- Jessica Saw (Molecular and Integrative Physiology), [The Art of Pain: Geobiology Dissolves Away the Agony of Kidney Stones](#)
- Dhawal Thakare (Mechanical Science and Engineering), [Microcapsules: The Building Block of Self-Healing Materials](#)
- Irina Valenzuela (Economics), ["Gobernados por Ladrones" \[Governed by Thieves\]](#)
- Ramya Pattanur Vasudevan (Architecture), [New Lens on Architecture](#)
- Giridar Vishwanathan (Mechanical Science and Engineering), [Smile, You're on High Speed Camera](#)
- Tim Yang (Kinesiology), [Glute 10](#)

Awards for First Prize (\$500), Second Prize (\$300), Third Prize (\$200), Honorable Mention (\$100), and People's Choice (\$100) will be given. For details about the competition, visit the [Image of Research](#) website.

[Promotional materials](#) are available in U of I Box.

The Image of Research is offered in partnership with Scholarly Commons of the University Library, the Graduate College, and the Division of Intercollegiate Athletics.



<https://go.grad.illinois.edu/video>

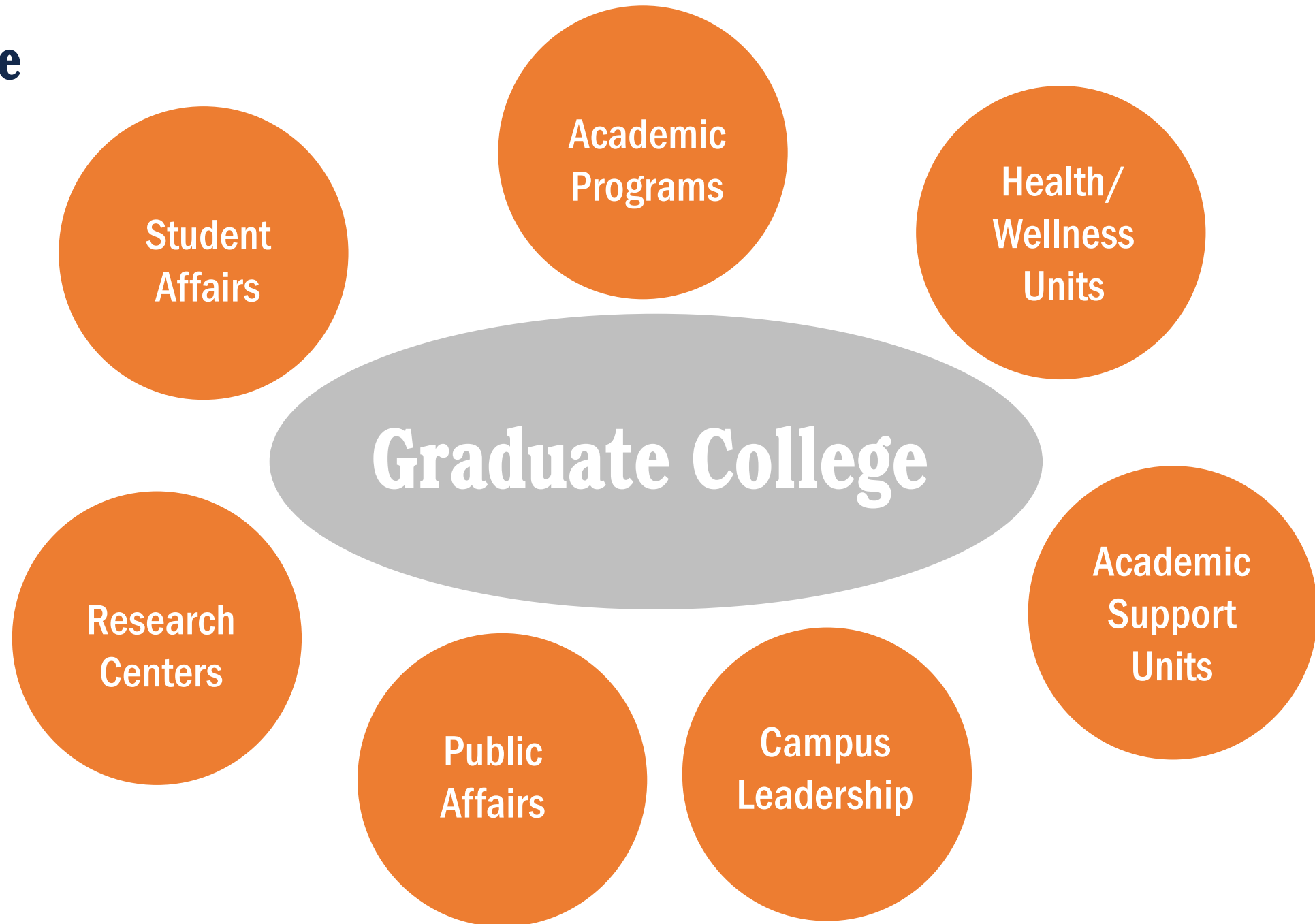


CASE STUDY #3:

Campus Unit Collaborations

Graduate College Interactions

Advocacy
Co-programming
Campus initiatives



Spheres of Influence

COMMUNICATIONS

CCOs (Chief Communications Officers)

Unit-level communications staff

News Bureau

Public Affairs



Graduate College

STUDENT SUCCESS

Career Services Community

Library

Academic Support Resources

Office of the Dean of Students

Staff providing direct student services



Chemistry at Illinois @ChemistryUIUC · 5h
A big shoutout to our grad students from the department office. We think you all are pretty fantastic. 🍊🍊🍊🍊🍊



The Graduate College at Illinois

Published by Annie Adams [?] · October 10, 2018 · 🌐

We'd love to give one to each of our graduate contacts ❤️ but this year's Graduate Contact Award for Excellence 🏆🏆🏆 winner is Viveka Kudaligama, Coordinator of Graduate Programs [University of Illinois Computer Science](#) "It is always about the student for Viveka. She is undeniable commitment to student support." One alumni said "without her tireless efforts and patience" they wouldn't have been able to continue their graduate studies "she has a problem solving attitude and executes it with diligence." Thank you Viveka for all your efforts! A well deserved award. And thank you to all our Graduate Contacts. We are only successful because of you! [University of Illinois at Urbana-Champaign](#)



ILLINOIS
Graduate College

Graduate Contacts
ANNUAL
WORKSHOP
2018



👥 3,045 people reached

Boost Post

👍❤️ 35

18 Comments 6 Shares

👍 Like

💬 Comment

➦ Share



Other Examples?

Takeaways

- Leadership plays an important role in fostering collaboration within an organization
- Collaborations yield results that are bigger than the parts
- It's not harder nor does it take longer

Questions?



**RACKHAM
GRADUATE SCHOOL**
UNIVERSITY OF MICHIGAN

Evaluating Diversity and Inclusion in Professional Development Programming

Laura Schram, Ph.D.

Director of Professional &
Academic Development

Emma Flores, Ph.D.

Director of Recruitment,
Engagement & Partnerships



**RACKHAM
GRADUATE SCHOOL**
UNIVERSITY OF MICHIGAN

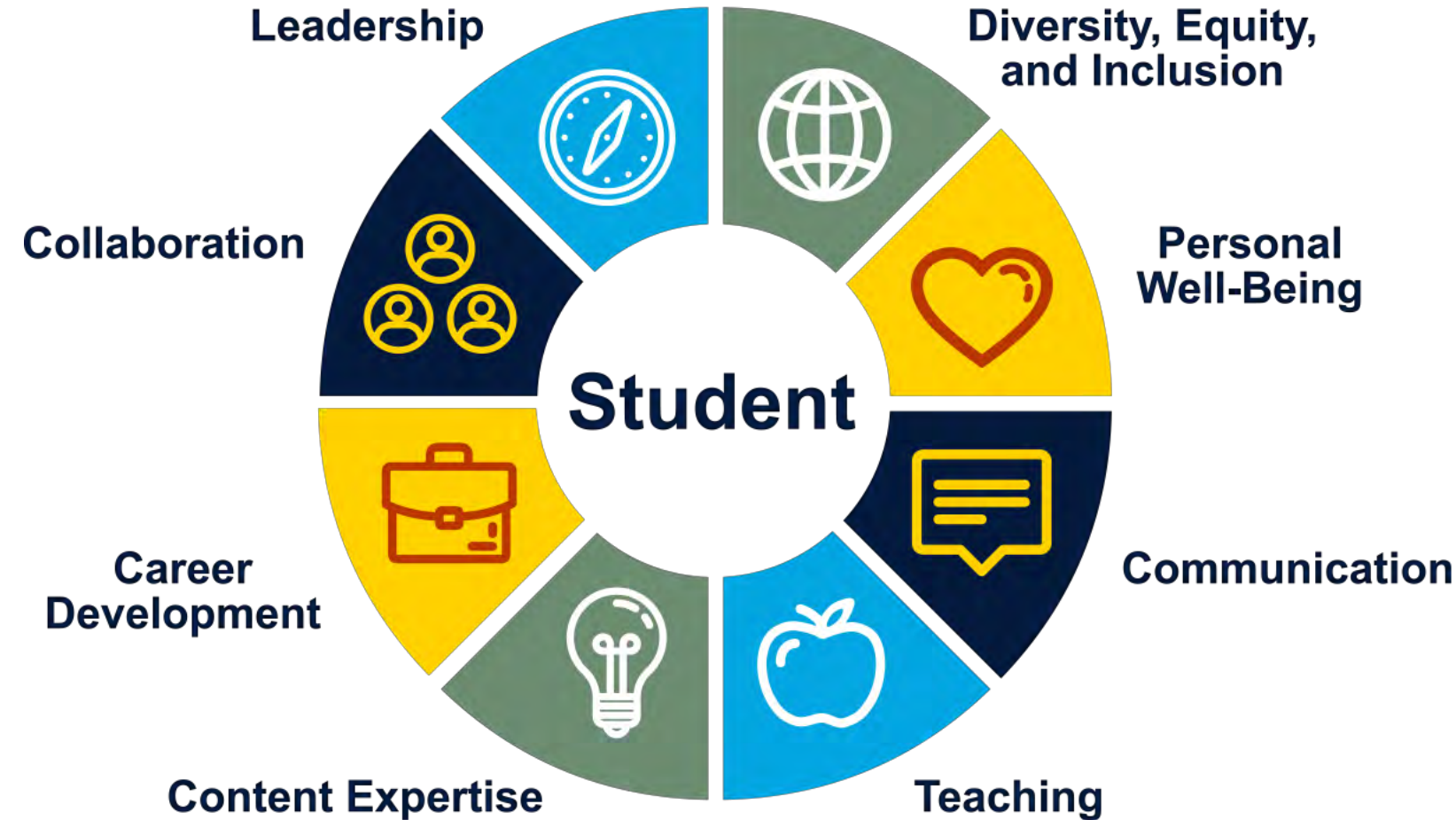
Acknowledgements

- Kristen Jensen, Event Coordinator
- Maureen Leonard, Event Coordinator
- Dr. John Gonzalez, Director of Institutional Research

Professional & Academic Development Mission

Rackham supports graduate students in developing the core skills necessary to be successful in their academic and professional development during their Michigan experience, and as they transition into their careers.

Core Skills



- **DEI:** Writing a Diversity Statement
- **Personal Well-being:** Research-based Strategies for Overcoming Imposter Syndrome
- **Communication:** King Talks
- **Career Development:** Ph.D. Connections Career Conference
- **Collaboration:** Entering, Exiting and Engaging Communities
- **Leadership:** Rackham Professional Development Leaders Program

Graduate Student Engagement Mission

We enhance the educational experiences of our diverse graduate students by conducting outreach to identity-based groups, supporting key transition points, building community and by recognizing graduate student's contributions and successes.

Graduate Student Engagement Programming

Affinity groups

- Bouchet Honor Society
- First-generation graduate students
- Graduate student parents
- Graduate student's with disabilities
- LGBTQ graduate students
- Rackham Merit Fellows

Signature Programming

- Fall Welcome
- Candidacy Ceremony
- Graduate and Professional Student Appreciation Week

Select Literature

- Need for a broad range of professional development opportunities for graduate students (COSEPUP, 1995; Golde & Dore, 2001; Austin, 2001)
- Importance of researching who participates in professional development programming at the multi-disciplinary level (CAS, 2015; CGS, 2017)
- Racial and gender dynamics in higher education create certain challenges for underrepresented graduate students that must be accounted for in supporting graduate students' development (Posselt, 2018)
- Field-level professional development research in biological sciences shows differences in career interests based on gender and URM status (Gibbs et al., 2014)

Rackham Workshop Attendance*

	Total # of attendees	Total # of unique attendees	% of Total enrollment
Winter 2017	928	626	8%
Fall 2017	653	398	5%
Winter 2018	1306	804	10%
Fall 2018	1512	919	11%

* Does not include programming for Rackham Merit Fellows

% of students at our programs compared to our graduate student body

	Percent Student Body	Percent at Programs	Difference
Female	44%	62%	18%
URM	19%	27%	8%
International	40%	29%	-11%

We modeled what variables predict likelihood of attendance at our programs

- Logistical regression model that included every Rackham student in our 2 years of data
- Dependent variable: attendance (yes, no) at a Rackham program
- Independent variables (from registrar data) include:
 - Graduate level (Master's student, Ph.D. pre-candidate, Ph.D. post-candidate)
 - Sex (Male, Female)
 - URM status (URM, non-URM, international)
 - Rackham Merit Fellowship recipient (yes, no)
 - First generation college student (yes, no)
 - First generation US citizen (yes, no)
 - Pell grant recipient (yes, no)
 - Field of study (biological and health sciences, social sciences, physical sciences and engineering, humanities)

Highest vs. lowest predicted probability student characteristics

- Student 1: Highest likelihood (0.44) is a Ph.D. pre-candidate, first generation U.S., first generation college student, Pell grant recipient, URM, RMF, Humanities, female
- Student 2: Lowest likelihood (0.04) is a Master's level, non-URM, not first gen (neither college nor citizen), non-Pell grant, not RMF, physical sciences and engineering, male
- We're 40% more likely to see a student like student 1 than student 2, despite that we have so many more students like student 2 than student 1 in our student body.

Sex plays a very important role

- Highest likelihood (0.44) is a pre-candidate, first generation U.S./college student, Pell grant recipient, URM, RMF, Humanities, **female**
- The **male** counterpart has a predicted probability of 0.29
- We're 15% more likely to see a female than male student, holding all these other characteristics constant.

URM status plays a very important role

- Highest likelihood (0.44) is a pre-candidate, first generation U.S./college student, Pell grant recipient, **URM**, Humanities female.
- **Non-URM** counterpart has a likelihood of 0.30, so we are 15% less likely to see a non-URM student than a URM student holding these other characteristics constant.
- Similarly, **international student** counterpart (excluding first generation U.S. citizen and Pell grant status) has a likelihood of 0.31, so we are 14% less likely to see an international student than a URM student, holding these other characteristics constant

Master's students are less likely to attend than Ph.D.s, but identities still matter for Master's student attendees

- Master's student 1: The highest predicted probability we observe for a Master's student (0.31) is a female, URM, Pell grant, first gen college and US citizen, humanities student
- Master's student 2: The lowest predicted probability we observe for a Master's student (0.04) is non-URM, not first gen (neither college nor citizen), non-Pell grant, not RMF, physical sciences and engineering, male
- We're 26% more likely to see a Master's student like student 1 than student 2.

For Master's students, identity characteristics still matter (continued)

- Master's student 2: The lowest predicted probability we observe for a Master's student (0.04) is a **male**, physical sciences and engineering, **non-URM** student
- **International male** of the same other characteristics (0.05)
- **URM male** of the same other characteristics (0.06)
- **Female non-URM** of the same other characteristics (0.07)

Takeaways

- Sex is a significant *cross-cutting* difference (for URM, international and non-URM): we see females overrepresented at programming at the graduate school across all backgrounds
- Other historically marginalized identities also matter: URM, first gen status, Pell grant (low income)
- Ph.D. students take advantage of our programming at higher rates, but identity differences still matter for Master's students' participation
- Don't see substantively significant disciplinary differences with the exception of physical sciences and engineering, which on our campus may be more about proximity than disciplinary content

Possible causal mechanisms for sex differences

- Gender bias (unconscious and/or conscious) drives women (esp. URM) to be more likely to seek professional and career development programming? (Gibbs et al., 2014; Feldon et al., 2017; Bian et al., 2017)
- Women exhibit “tend and befriend” while men exhibit “fight or flight” as a stress response? (Taylor et al., 2000)

Possible causal mechanisms for historically marginalized identities (URM, first gen, low income)

- Campus-specific factors, such as our RMF program and affinity groups?
- Historically marginalized students are seeking support to reveal the “hidden curriculum”?
- Students are experiencing marginalization in their home department/program and are seeking other communities of support?

Possible causal mechanisms for graduate level differences

- The range of employment options are clearer for Master's students compared to Ph.D.s?
- On our campus, Master's students often have access to school-level career services (most of our professional schools have their own career services staff)?
- Full-time coursework demands make program attendance more challenging?

Questions?



Group Discussion

- How is this different on your campus?
 - % of students you reach?
 - Types of students most reached?
- What other hypotheses do you have for what we observe on our campus?

References

- Austin, 2001
- Bian et al., 2017
- COSEPUP, 1995
- Feldon et al., 2017
- Gibbs et al., 2014
- Golde & Dore, 2001
- Posselt, 2018
- Taylor et al., 2000

THE UNIVERSITY OF SOUTH DAKOTA
EST. 1862



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Creative Models for the Development of New Graduate Programs at Public Institutions

Ranjit T. Koodali

**75th Annual Meeting of the
Midwestern Association of Graduate Schools
2019**



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Quick Facts

- **Oldest post-secondary institute in the Dakotas (1862).**
- **Accredited by Higher Learning Commission (HLC).**
- **Among six public institutions governed by the South Dakota Board of Regents (SDBOR).**
- **Academic Programs - Undergraduate: 198
Graduate: 79, housed in eight Colleges and Schools.**
- **Students: 10,066 (graduate population = 2,037).**
<http://www.usd.edu/about-usd/history-and-traditions>
<http://www.usd.edu/institutional-research/surveys-and-reports>



UNIVERSITY OF
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Vision

The Graduate School will provide students with exceptional educational and research experiences, enriching academic, creative scholarship, and professional development opportunities in an inclusive environment to gain advanced knowledge and skills to be global leaders in and across disciplines.

<http://www.usd.edu/graduate-school/our-philosophy>



UNIVERSITY OF
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Mission

The mission of the Graduate School is to provide high-quality graduate programs in the liberal arts and sciences, education, business, fine arts, law, and medicine; to promote excellence in teaching and learning; and to support research and creative scholarship.

<http://www.usd.edu/graduate-school/our-philosophy>



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Graduate Programs

- **Carnegie Classification:**
Doctoral Universities: High Research Activity
Graduate Instructional Program: Research Doctoral: Comprehensive programs, with medical/veterinary school (R2 Doctoral)
- **20 Doctoral Programs**
(Au.D., D.P.T, Ed.D., J.D., M.D., M.D./Ph.D., O.T.D., Ph.D., & t-D.P.T.)
- **2 Specialist Programs in Education (Ed.S.)**
- **36 Master's Programs**
(E.M.P.A., M.A., M.B.A., M.F.A., M.M., M.P.A. (Public Administration and Professional Accountancy), M.P.H., M.S., & M.S.W.)
- **21 Certificates**
(From Addiction Studies to State Government Leadership)

<http://www.usd.edu/graduate-school/academic-programs>

Organizational Structure

Executive Committee (Chair – President)

- **Provost and Vice-President Academic Affairs**
- **Vice-President – Finance & Chief Financial Officer**
- **Vice-President – Health Affairs & Dean – Sanford School of Medicine**
- **Marketing, Enrollment, & University Relations**
- **Research**
- **Student Services & Dean of Students**
- **Foundation President**
- **Athletics Director**
- **Chief of Staff**



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Organizational Structure

Academic Affairs – Colleges/Schools

- Beacom School of Business (BSB)
- College of Arts and Sciences (A&S)
- College of Fine Arts (CFA)
- Graduate School (GS)
- Libraries
- Sanford School of Medicine (SSOM)
- School of Education (SOE)
- School of Health Sciences (SHS)
- School of Law (SOL)



USD Strategic Plan (2012-2020)

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Strategic Themes

- **Undergraduate, Graduate, and Professional Student Experience**
 - Goal 2: Enrich academic experiences for graduate and professional students.
- **Research, Scholarship, and Creative Work**
 - Goal 1: Expand interdisciplinary research, scholarship, and creative work.
 - Goal 2: Increase national-level recognition in a select number of research and creative areas.
- **Liberal Arts and Learning**
- **Diversity and Inclusiveness:**
- **Community and University Relations**



SDBOR Strategic Plan (2014-2020)

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Goals

- **Student Success**
 - Outcomes: Grow the number of undergraduate and graduate degrees awarded.
- **Academic Quality and Performance**
 - Outcomes: Continue to approve new graduate programs
 - **Seven new graduate degree programs (per year)**
- **Research and Economic Development**
- **Affordability and Accountability**
- **Community and University Relations**



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New Graduate Program Approval

- ▶ ☐ Informal discussion with Campus CAO
- ▶ ☐ Submission of Intent to Plan to Campus CAO
- ▶ ☐ Internal campus approval of Intent to Plan
- ▶ ☐ Intent to Plan submitted to BOR office
- ▶ ☐ BOR staff approval of Intent to Plan
- ▶ ☐ AAC approval of Intent to Plan
- ▶ ☐ COPS approval of Intent to Plan
- ▶ ☐ BOR approval of Intent to Plan
- ▶ ☐ Submission of New Graduate Degree Program form to Campus CAO
- ▶ ☐ Internal campus approval of New Graduate Degree Program form
- ▶ ☐ New Graduate Degree Program form submitted to BOR office
- ▶ ☐ BOR staff approval of New Graduate Degree Program form
- ▶ ☐ AAC approval of New Graduate Degree Program form
- ▶ ☐ COPS approval of New Graduate Degree Program form
- ▶ ☐ Selection of Campus Site Visit Coordinator for external review
- ▶ ☐ Completion of external review site visit schedule (with BOR office)
- ▶ ☐ Preparation of supporting program documents for external review
- ▶ ☐ External review site visit conducted
- ▶ ☐ External review consultant(s) issues report
- ▶ ☐ Campus responds to external review report
- ▶ ☐ BOR approval/authorization of New Graduate Degree Program



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Ph.D. – Health Sciences

- **2013 December – Intent To Plan (approved by Graduate Council)**
- **2014 February – Intent To Plan (approved by Academic Affairs Council)**
- **2014 April – Intent To Plan (approved by Board of Regents)**
- **2015 December – New Graduate Program (approved by Graduate Council)**
- **2016 February – New Graduate Program (approved by Academic Affairs Council)**
- **2016 May – New Graduate Program (approved by Board of Regents)**
- **2016 Fall – Start Date of Ph.D. in Health Sciences (online) at USD**



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Ph.D. – Health Sciences

Rationale

- Bureau of Labor Statistics projects a 17% increase in the need for postsecondary educators in health and human service professions between 2010 - 2020 .
- One of the challenges to meeting this shortage is that most professionals are not prepared at the doctoral level.
- About 200 faculty teaching in health-science related programs at public and private colleges and universities in SD, MN, NE, IA, & ND do not hold a doctoral degree.
- 80% of current OT & PT faculty were masters- prepared at initial hire.
- In 2009-2010, 64% of OT faculty in the US held a doctoral degree.
- In 2012-2013, nearly 9% of PT faculty, were enrolled in doctoral education. The number seeking advanced research doctorates is expected to grow as more programs require faculty with education beyond the entry-level practice doctorate.



Workforce Demand for Graduates

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- **Addiction Studies**
 - The mean age of addiction educators in 2010 was 51.4 years.
- **Behavioral Science/Health Educators**
 - The US Department of Labor projects a 37% job growth.
 - In SD, the projected increase is 11% increase.
- **Dental Hygiene**
 - The PhD in Health Science was viewed as an appropriate advanced degree.
- **Medical and Health Service Managers**
 - The national growth is projected to be over 22% and the growth in SD is projected to be at least 14%.
- **Nursing**
 - USD Nursing anticipates a 34% vacancy in faculty positions, 2015-2016. On average, 18% of faculty FTEs are covered by adjuncts.
 - A shortage of faculty is a primary obstacle to meeting the expanding workforce demand for nurses.
 - A 2012-2013 survey revealed that the average age of doctor ally-prepared nurse faculty at the ranks of professor, associate professor, and assistant professor was 61, 58, and 52 years, respectively.



Workforce Demand for Graduates

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- **Occupational Therapy**
 - 30% of faculty FTEs are filled with adjuncts.
 - In occupational therapy programs offering master's entry, ACOTE Standards require 51% of faculty to hold doctoral degrees. In programs offering doctorate entry, all faculty must hold a doctoral degree.
 - In 2010, 52% of occupational therapy faculty were 50 years and older; 16% are expected to retire in 2015-2019.
- **Physical Therapy**
 - In 2012-2013, there were 153 vacant positions for faculty
 - 105 position vacancies in allocated positions were projected
 - In 2012-2013, the average age of PT faculty was 50 years.
- **Physician Assistant**
 - 149 programs encountered barriers to hiring new faculty. The most common barrier was salary, followed by lack of qualified candidates.
 - The median age of PA faculty in 2010-2011 was 50 years old with 16% at 60 and above



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Regional Competitors

University of Minnesota:

Environmental Health Sciences

PhD students may pursue a general program in environmental and occupational health, or focus in a specialty area such as environmental health policy, environmental physiology or industrial hygiene.

Health Services, Research, Policy, and Administration

The program provides a multidisciplinary examination of the social, political and economic forces that affect the organization, financing and delivery of health care services.

North Dakota: None

Montana: None

Wyoming: None

University of Nebraska Medical Center:

Ph.D. programs:

Health Services Research, Administration

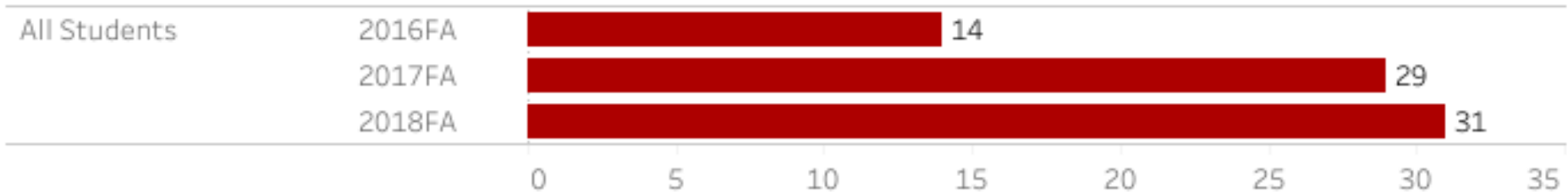
Policy at Health Promotion & Disease Prevention Research



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Curriculum

Ph.D. in Health Sciences Curriculum	
Threads	Credit Hours
Teaching Thread	15 minimum
Leadership & Issues in Health & Human Services Thread (HSC 700 new course - Globalization and Health)	15 minimum
Discipline-Related Coursework (Subject to advisor and Graduate Committee Approval)	15 minimum
Research Thread	12 minimum
Dissertation (HSC 898 new course - Dissertation)	15 minimum





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M.S. & Ph.D. – Sustainability

- **2016 December – Intent To Plan (approved by Graduate Council)**
- **2017 April – Intent To Plan (approved by Academic Affairs Council)**
- **2017 May – Intent To Plan (approved by Board of Regents)**
- **2017 August – New Graduate Program (approved by Graduate Council)**
- **2017 October – External Reviewer Visit to USD**
- **2017 November – New Graduate Program (approved by Academic Affairs Council)**
- **2018 March – New Graduate Program (approved by Board of Regents)**
- **2018 August – Start Date of Ph.D. in Sustainability (on-campus)**



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M.S. & Ph.D. – Sustainability

Rationale

- Environmental science positions are expected to increase 11% faster than average nationally between 2014 and 2024.
- Innovation in Energy and Environment, including renewable energy, is one of the target sectors for the *2020 Vision: The South Dakota Science and Innovation Strategy*.
- The community and social services/life, and social science occupational category, which include sustainability jobs increased in SD by 41% between 2000 and 2011.
- The number of companies with full-time sustainability professionals increased 400% since 2000 in North America.
- In 2007, Forbes magazine highlighted sustainability coordinators as one of a “constellation” of new green careers.



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Regional Competitors

	Institution	Program Title
Minnesota	University of Minnesota-Twin Cities	Science, Technology, and Environmental Policy (M.S.)
	University of Minnesota-Duluth	Environmental Education (M.Ed.)
North Dakota	University of North Dakota	Environmental Management (M.S.)
Montana	University of Montana	Environmental Studies (M.A./M.S.)
South Dakota	Black Hills State University	M.S. (online-only, non-thesis program)
Wyoming	None	



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Curriculum – M.S.

Plan A (thesis): Total 30 credit hours

- [SUST 705 - SUSTAINABILITY & COMPLEXITY](#) 3 cr hrs
- [SUST 715 - RESEARCH FOR SUSTAINABILITY](#) 3 cr hrs
- [SUST 790 - SEMINAR](#) (2-3 hours required)
- [SUST 794 - INTERNSHIP](#) (0-3 hours required)
- [SUST 798 - SUSTAINABILITY THESIS](#) (6-9 hours required)
- Electives 9-18 cr

Plan B (non-thesis): Total 32 credit hours

- [SUST 705 - SUSTAINABILITY & COMPLEXITY](#) 3 cr hrs
- [SUST 715 - RESEARCH FOR SUSTAINABILITY](#) 3 cr hrs
- [SUST 790 - SEMINAR](#) (2 hours required)
- [SUST 794 - INTERNSHIP](#) (3-6 hours required)
- Electives 18-21 cr



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Curriculum – Ph.D.

Total 80 credit hours

- . SUST 705 - SUSTAINABILITY & COMPLEXITY 3 cr hrs
- . SUST 715 - RESEARCH FOR SUSTAINABILITY 3 cr hrs
- . SUST 790 - SEMINAR (4-6 hours required)
- . SUST 810 - INNOVATING FOR CHANGE 3 cr hrs
- . SUST 898D - SUSTAINABILITY DISSERTATION (21-39 hours required)
- . Electives 9-18 cr
- . **Seven new courses!**



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Summary

- **The success of the Ph.D. in Health Sciences may be attributed to:**
 - Robust demand for Interprofessional Health Doctoral Programs
 - Lack of Regional Competition (especially online delivery)
 - Creativity in curriculum offerings by leveraging faculty expertise from Educational Administration & Leadership, Physical Therapy, Occupational Therapy,
- **The interdisciplinary graduate programs in Sustainability is relatively new and has immense potential for growth.**
 - Buy-in from USD Administration and SDBOR was due to success in garnering NSF-EPSCoR (T2) grant with two new faculty lines and the creating of a new Sustainability and Environment Department.





SOUTH DAKOTA
STATE UNIVERSITY

Doctoral MastersNet as of March 2019

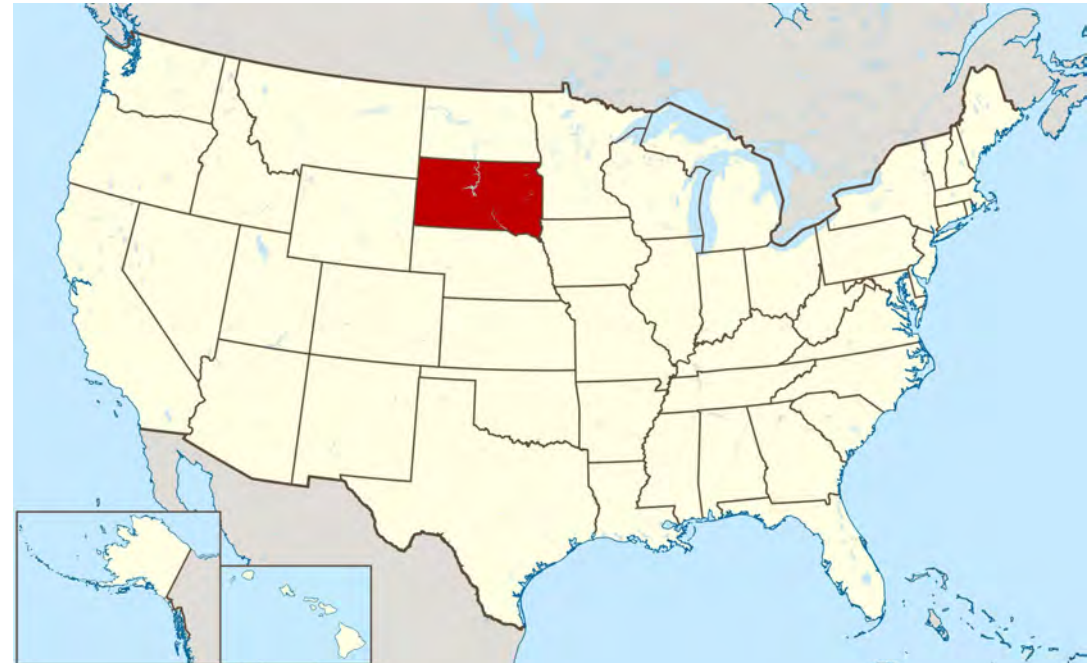
[Unable to login?](#) | [Forgot password?](#)



South Dakota State University



- Land Grant
- Undergraduate: 12,107
- Grad + Prof: 1,717
 - Master's 911
 - PhD 288
 - PharmD/DNP 388
- Master's: 58
- Ph.D.: 26



Professional Dev. Program

- Uses existing offerings from campus offices
 - Wellness Center
 - Center for Teaching & Learning
 - Career Center
 - “out of discipline” seminar
 - City of Brookings Events
 - 3 Minute Thesis
- Difficult to support distance students
- Does not cover *Everything*
 - Improved writing skills
 - Time mgt for writing
 - Motivation for research progress
 - Motivation to read the literature
 - Relationship with mentor
 - Relationship with committee
- COST



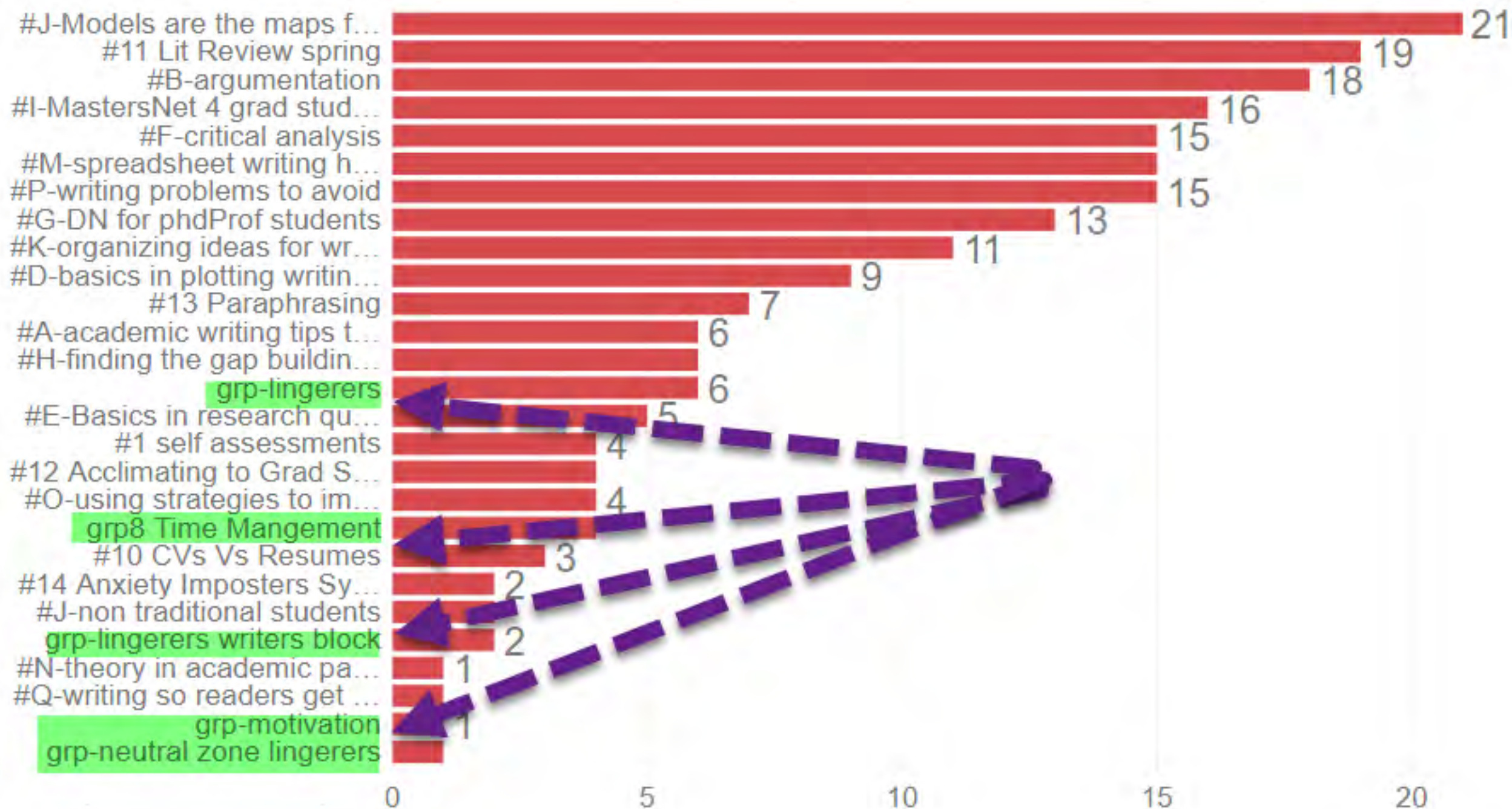
Background: Digital Professional Development – What does it offer?

- Personalized site – sdstate logo/colors etc
- Students sign on to “their site” with content aimed at...
 - Research Design
 - Academic Writing, Critical Thinking, & Argumentation
 - Graduation Prep
 - Job Prep
 - Wellness and Work-Life Balance
- 90+ Webinars a year with international mix of students
- Regular “reminders” by email
- Faculty Orientation Options
- Full data back to Dean



What has happened? (as of March, 2019)

- 1406 registered (n=1280)
 - One semester past baseline this fall
- 211 hours of webinar across 28 webinars used by 107 unique students
- Top Webinars...
 - Using Models for Success – 21 students
 - Lit Review - 19 students
 - Argumentation – 18 students
 - Critical Analysis – 15 students
 - Writing Problems to Avoid – 14 students
- 7 Groups attended by 12 students (one who has come back multiple times)
- Total adoptions – 255 ,
376 lurking and 243 engaged
- 93 students have used the site,
- 10 since January 1, visiting 41 pages and staying on average 5 minutes



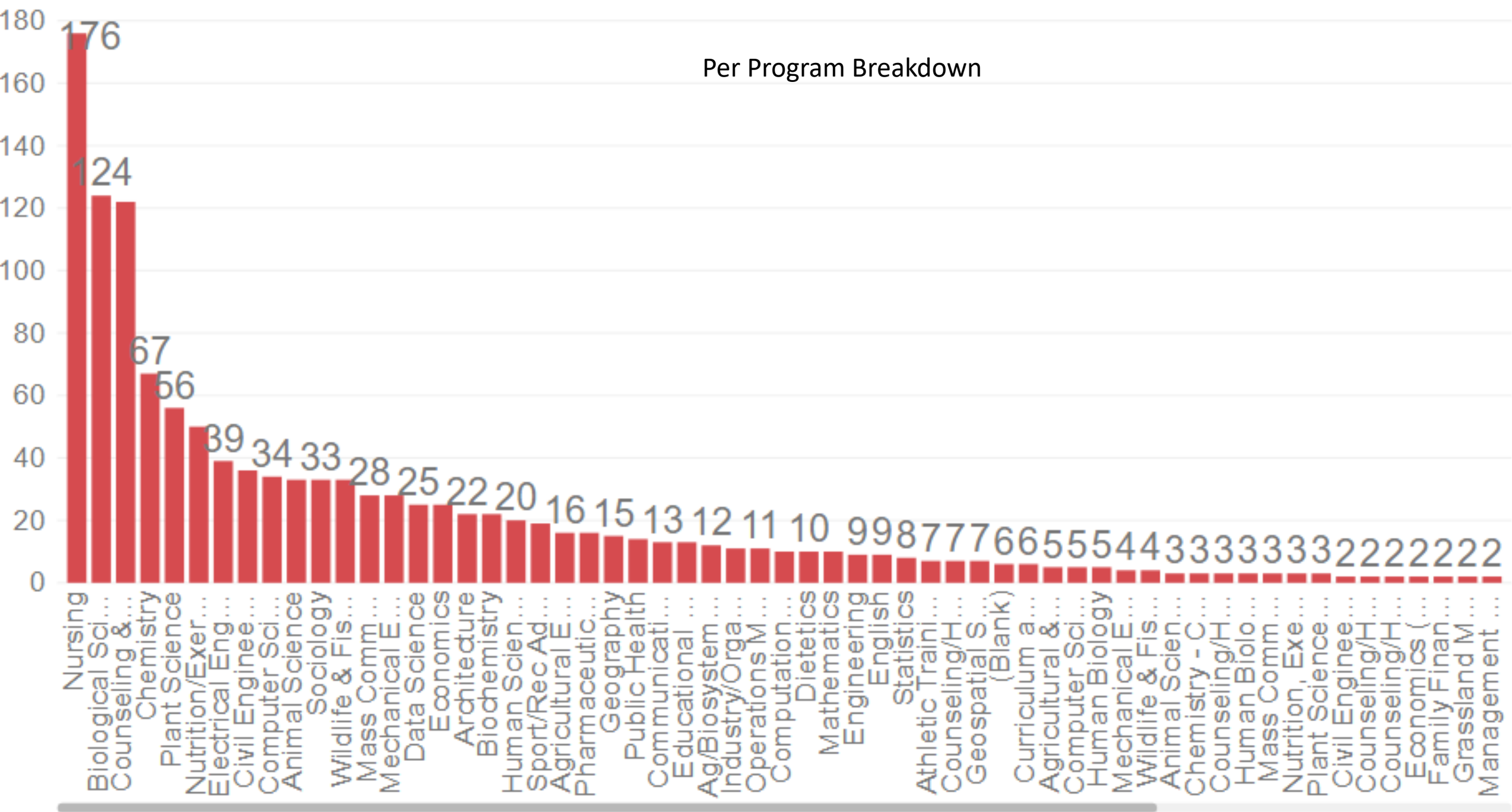


Power BI Charts

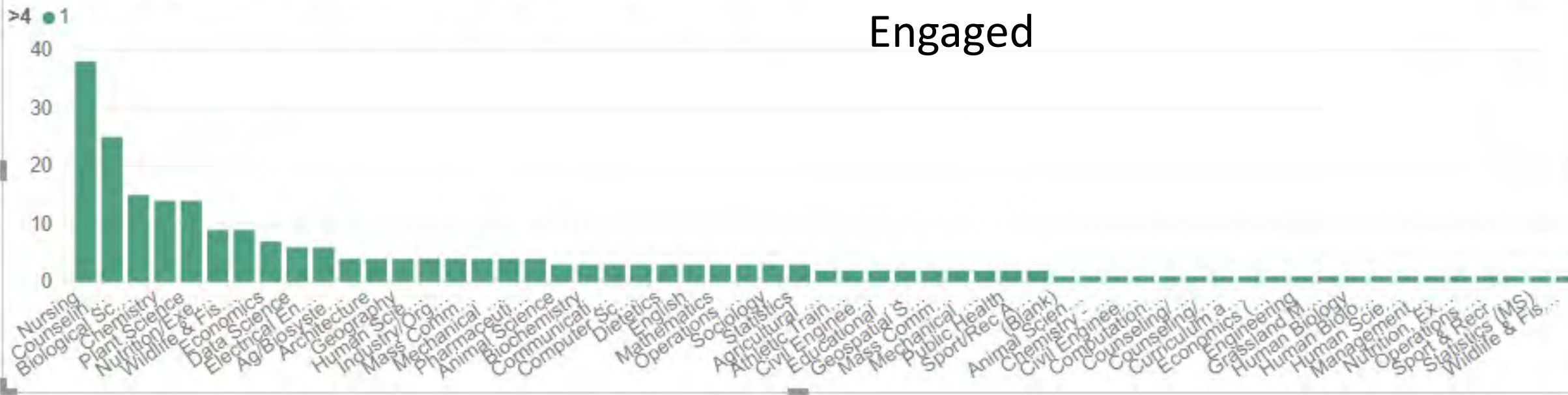
Count of Email Address by Major



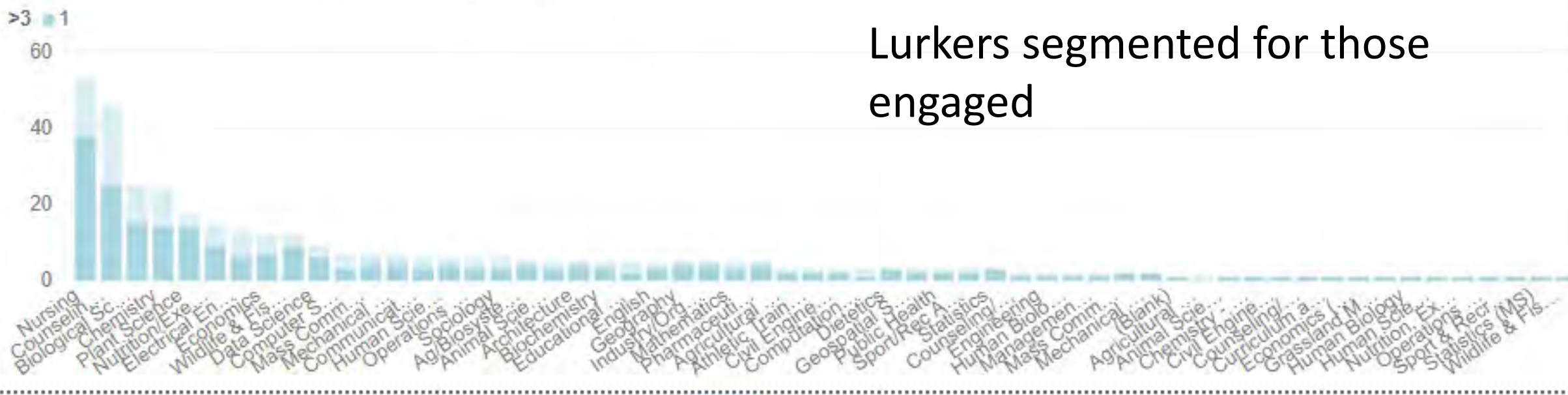
Per Program Breakdown



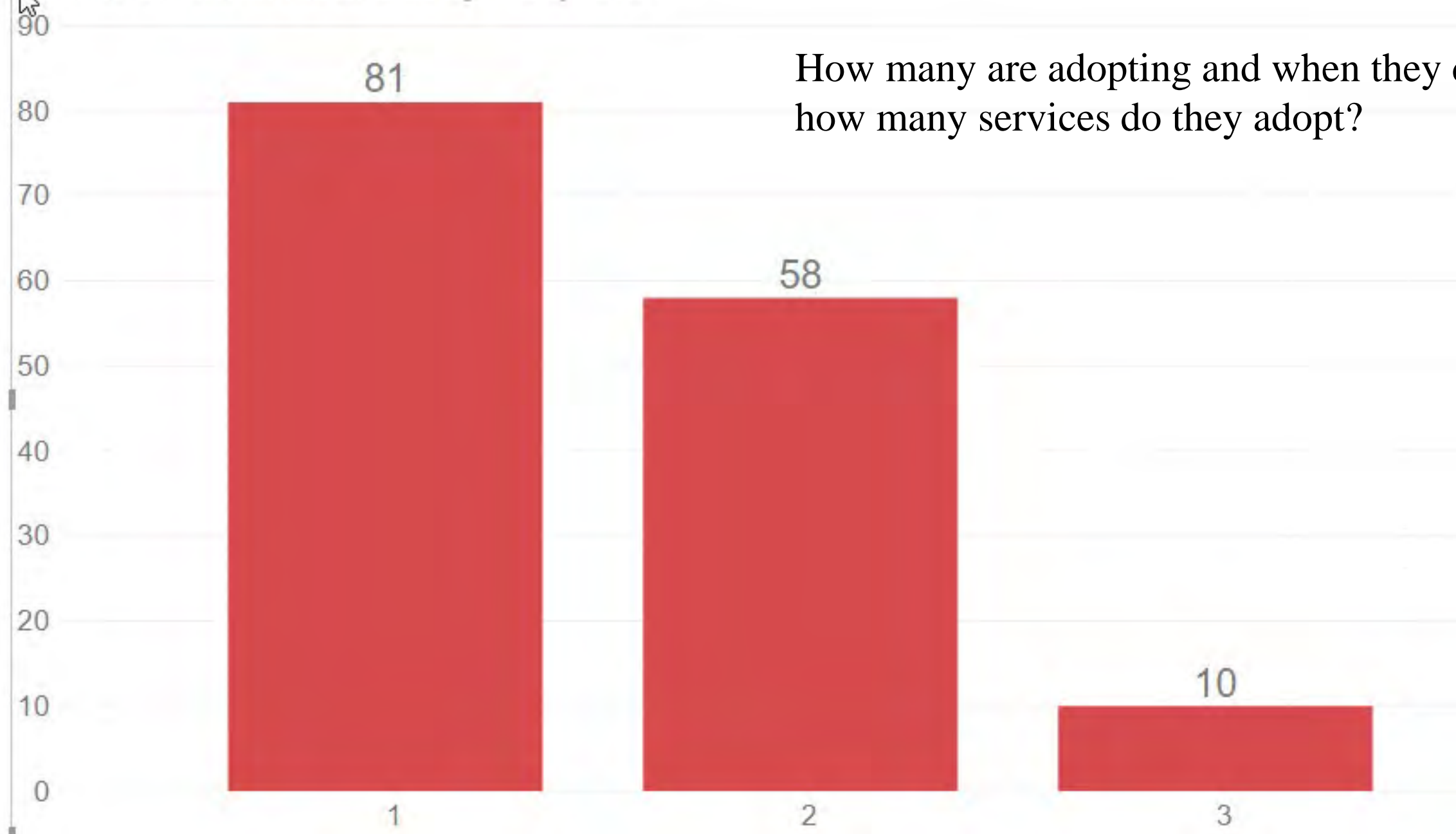
Count of Email Address by Major and >4



Count of Email Address by Major and >3



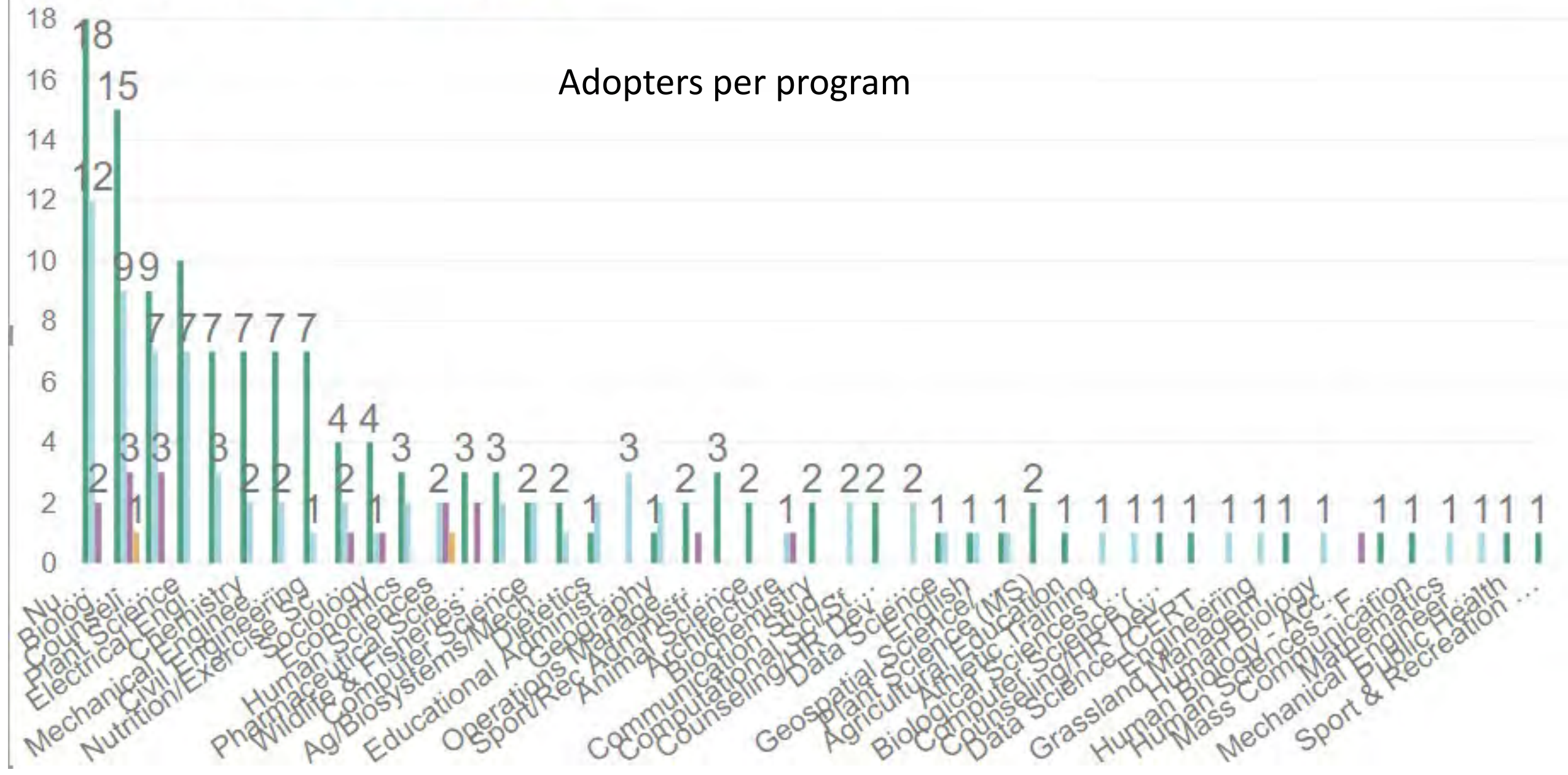
Count of Email Address by adopters?

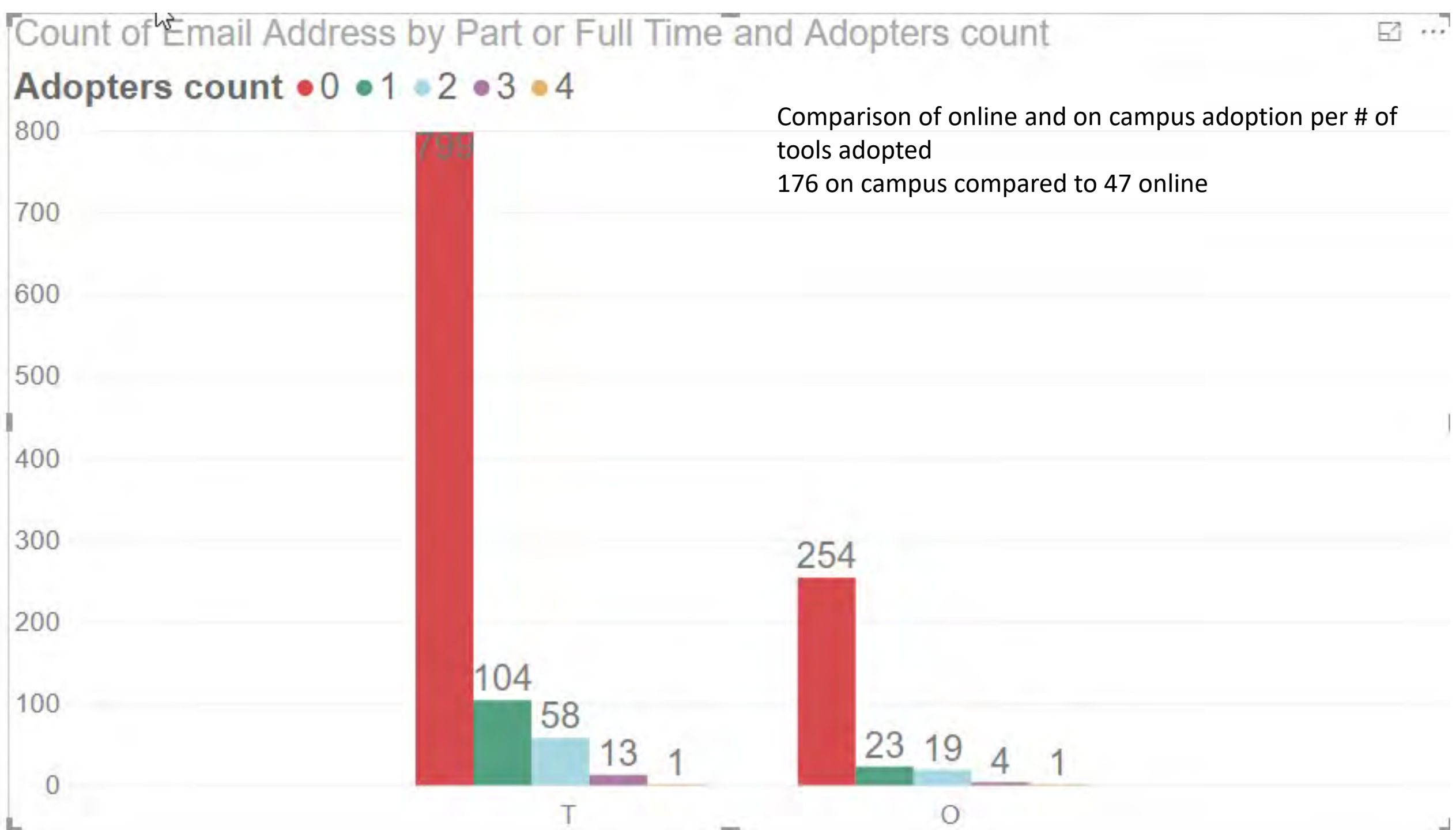


How many are adopting and when they do,
how many services do they adopt?

Count of Email Address by Major and Adopters count

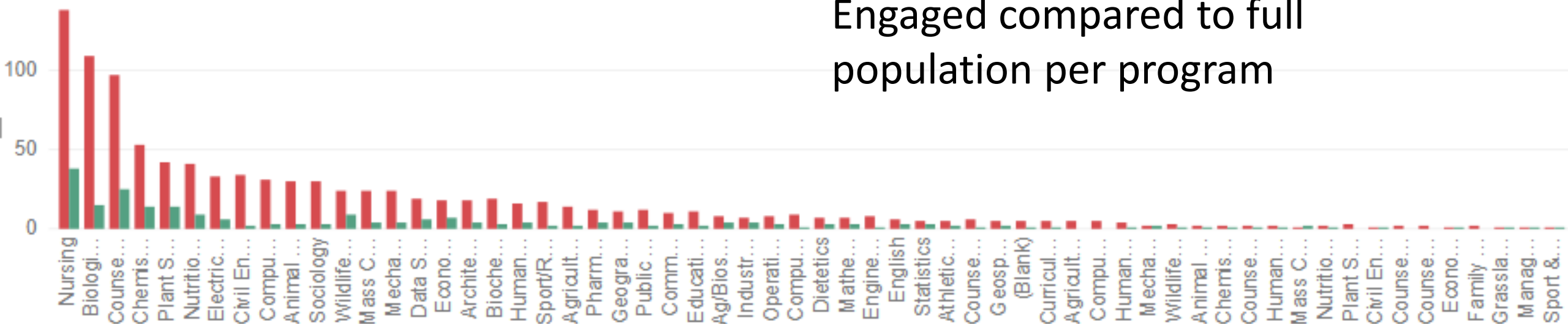
Adopters count ● 1 ● 2 ● 3 ● 4





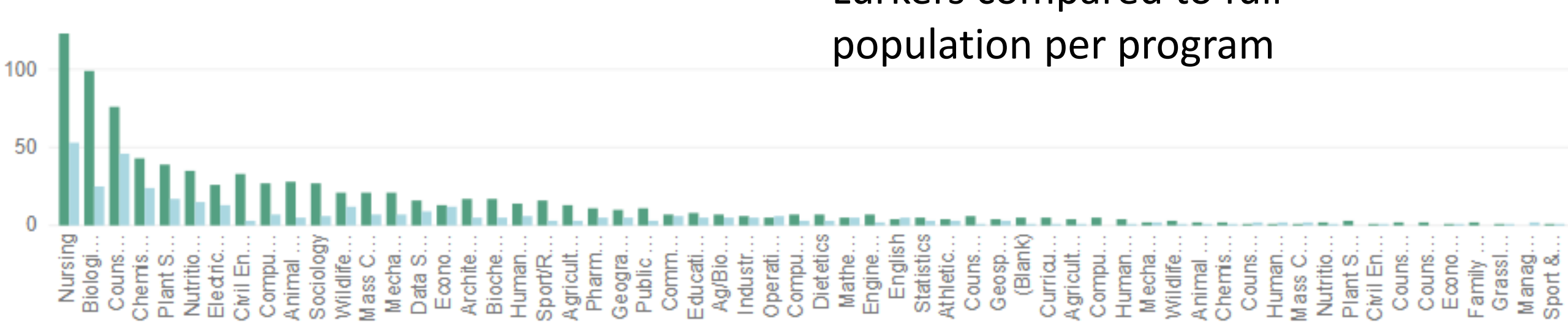
Count of Email Address by Major and >4

>4 ● 0 ● 1



Count of Email Address by Major and >3

>3 ● 0 ● 1



Dean's Overview

Q: Which data mean the most to you when you see the feedback?

While our relationship is still young, I anticipate getting the most useful information out of program specific data. That is which students from which graduate programs are using which resource at Masters/Doctoral Net. This will help me pinpoint our needs with greater accuracy.

Q: How might these data affect your programming?

With increased understanding of our real needs, the Graduate School and the program itself can more accurately provide support that is truly needed.

Dean's Overview

Q: How would you rate the retention and completion potential of these tools?

Right now it is too early to tell, however, I think the potential is high for a number of reasons.

- Q: Where to grow to is unclear to me, as I am not sure what resources our students will use most. The 'growth' will come in the number of students using these tools and the number of graduate programs that promote this. We are still in the 'generating awareness' of Doctoral/Master Net phase.

Where to grow to is unclear to me, as I am not sure what resources our students will use most. The 'growth' will come in the number of students using these tools and the number of graduate programs that promote this. We are still in the 'generating awareness' of Doctoral/Master Net phase.

Q & A

How to Reach Us...

Kinchel Doerner
Dean
South Dakota State University

kinchel.doerner@sdstate.edu

Alana James
Founder and CEO
DoctoralNet Ltd – Ireland

alana@doctoralnet.com

Doctoral Career Outcomes & Cross-Campus Collaborations:

20 Years of Longitudinal Data Collection, Analyses, Reporting, & Use

March 21, 2019 | 75th Annual Meeting
of the Midwestern Association of Graduate Schools



Introductions

Maia I. Bergman, Senior Research Area Specialist, Rackham Graduate School, University of Michigan

Carrie Brezine, Ph.D., Applications Programmer & Analyst Intermediate, Rackham Graduate School, University of Michigan

Ethriam Brammer, Ph.D., Assistant Dean, DEI Implementation Lead, Rackham Graduate School, University of Michigan



Historical Context: The Doctoral Career Outcomes Project

Maia I. Bergman, Senior Research Area Specialist, Rackham Graduate School, University of Michigan



Historical Context: Career Outcomes Project

- Rackham oversees all University of Michigan Ph.D. and Doctor of Musical Arts (DMA) degree programs
- Career Outcomes data (1999 to 2018) include graduates from roughly 135 distinct doctoral fields of study from 17 distinct Schools and Colleges
- Rackham has a collaborative relationship with Academic Programs as well as with Leadership in each of the Schools and Colleges

Historical Context: Career Outcomes Project

1999

Senior Associate Dean Kerry Larson suggested collecting Doctoral Placement (Career Outcomes) data in collaboration with our academic programs



Historical Context: Career Outcomes Project

Why?



**We did not know what paths
our doctoral graduates took over time.**



RACKHAM GRADUATE SCHOOL
UNIVERSITY OF MICHIGAN

Historical Context: Career Outcomes Project

**It was believed
that tracking Career Outcomes could:**

- **be used as an evaluative measure of a doctoral program's effectiveness**
- **be used as a diagnostic tool to gauge shifting trends and emerging developments**
- **generate public awareness and accountability**

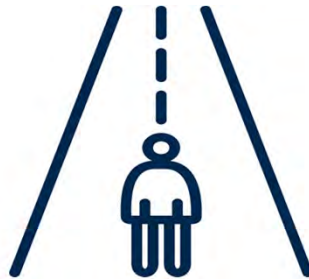


RACKHAM GRADUATE SCHOOL
UNIVERSITY OF MICHIGAN

Historical Context: Career Outcomes Project

**In the beginning,
we did not know
what we would find.**

**Senior Associate Dean Larson
suggested we track for 5 years,
and see what we get.**



Historical Context: Career Outcomes Project

**The Rackham Graduate School
in Partnership with the
Academic Programs
(leadership and staff)
Collaborated fully.**



Historical Context: Career Outcomes Project

The Graduate School prepared & distributed data in excel workbooks.

Academic program staff in conjunction with faculty and graduates completed the data collection and returned data to Rackham.



Historical Context: Career Outcomes Project

We kept it simple!
Collected 6 items for each graduate.

- 1. Job Title (position)**
- 2. Employer**
- 3. Employer Location**
- 4. Career-related (Y/N)**
- 5. If Academic position - Tenure Track (Y/N)**
- 6. If Research Position - Postdoc /Traineeship**



Historical Context: Career Outcomes Project

Emergent issues: No control on incoming information!

Job Title/Position:

Assoc. Prof.

Assoc Professor

Assoc. Professor

Associate Professor

Associate Professor of English & Communication

Historical Context: Career Outcomes Project

Emergent issues: No control on incoming information!

Employer:

Ford

Ford Motor Co.

Ford Motor Company

Ford Scientific Res. Labs

Ford/Visteon

Historical Context: Career Outcomes Project

Emergent issues: Changes in Employers over time!

Employer:

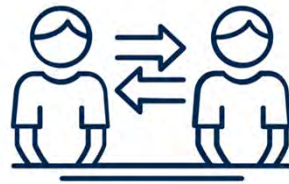
Hewlett-Packard

HP and Alcatel-Lucent to form
Global Alliance



Historical Context: Career Outcomes Project

Emergent issues: Transitions of Leadership



**Career Outcomes Tracking
was continued and expanded
under the leadership of Dean Janet Weiss.**

Historical Context: Career Outcomes Project

Emergent issues: Get more data!

- **Heightened interest in complete data so incentivization emerged**

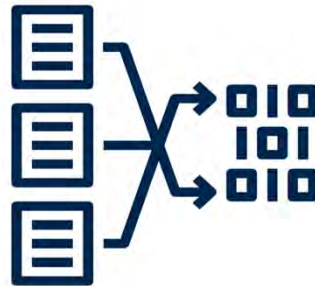


- **Heightened interest in extending data tracking to each of 10 years beyond Graduation (2011)**

Historical Context: Career Outcomes Project

Emergent issues: Transitional Changes

- **Useability of data led to data transformation and standardization for reporting**



Historical Context: Career Outcomes Project

Data Transformation: Taxonomy of Job Types (phase 1: 2009)

- 1. Tenure Track Faculty (U.S. University)**
- 2. Tenure Track Faculty (non-U.S. University)**
- 3. Postdoc / Traineeship / Fellowship**
- 4. University Appointment (other than tenure-track or postdoc)**
- 5. Other**
- 6. Not Currently Employed (student, unemployed)**

Historical Context: Career Outcomes Project

Data Transformation: Taxonomy of Job Types (phase n)

- 1A - Tenure Track Faculty - AAU Institutions
- 1B - Tenure Track Faculty - Other U.S. Universities
- 2 - Tenure Track Faculty (non-U.S. University)
- 3 - Post-doc / Traineeship / Fellowship
- 4A - Education Setting (University)
- 4B - Education Setting (K-14)
- 5A - Business / Industry
- 5B - Government / National Laboratory
- 5C - Non-Profit
- 5D - Freelance/Self-Employed/Artist/Independent Scholar
- 5E - Medical / Clinical
- 6 - Graduate is not currently employed
- 7 - Graduate is continuing his / her education
- 8 - Family care / Other health issue
- 9 - Unknown
- D - Deceased

Historical Context: Career Outcomes Project

Emergent Issues: Extended Reporting

Placement Summary for Doctoral Graduates from Program A (November 2012)

Table E1a: First Year Job Placement, by Graduating Cohort

Degree Granting Year	Total # of Graduates	Tenure Track Faculty			Other University	Post-doc / Fellowship	Education Setting (K-12, Comm. College)	Business / Industry	Gov't / Nat'l Lab	Non-profit	Graduate is not currently employed	Graduate is continuing his/her education	Family care / other health issue	Unknown
		AAU Institutions	Other U.S. University	Non-U.S. University										
2012	3	33%	0%	0%	33%	33%	0%	0%	0%	0%	0%	0%	0%	0%
2011	4	0%	25%	0%	50%	0%	0%	0%	0%	25%	0%	0%	0%	0%
2010	3	0%	67%	0%	33%	0%	0%	0%	0%	0%	0%	0%	0%	0%
2009	4	0%	0%	0%	25%	50%	0%	0%	0%	25%	0%	0%	0%	0%
2008	3	0%	0%	0%	67%	33%	0%	0%	0%	0%	0%	0%	0%	0%

Table E1b: Average Job Placement in Selected Years After Graduation

Placement Year Post-Ph.D.	Degree Granting Year(s)	Total # of Graduates	Tenure Track Faculty			Other University	Post-doc / Fellowship	Education Setting (K-12, Comm. College)	Business / Industry	Gov't / Nat'l Lab	Non-profit	Graduate is not currently employed	Graduate is continuing his/her education	Family care / other health issue	Unknown
			AAU Institutions	Other U.S. University	Non-U.S. University										
First	2008 - 2012	17	6%	18%	0%	41%	24%	0%	0%	0%	12%	0%	0%	0%	0%
Fifth	2004 - 2008	25	16%	12%	0%	40%	4%	0%	4%	0%	8%	0%	4%	0%	12%
Seventh	2002 - 2006	26	15%	15%	4%	23%	0%	0%	12%	0%	15%	0%	0%	0%	15%
Tenth	2002 - 2003	8	13%	38%	13%	0%	0%	13%	0%	0%	13%	0%	0%	0%	13%

Note: Degree-granting year (2012) includes degrees conferred in August 2011, December 2011 and April 2012.

All data reflect the type of placement reported as of November 2012.

Historical Context: Career Outcomes Project

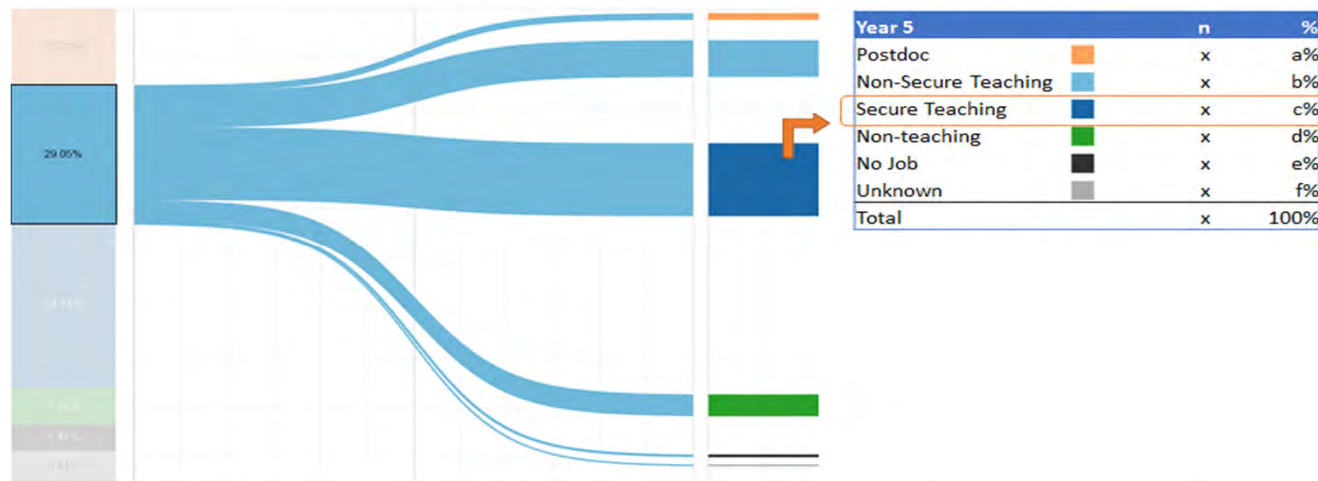
**Emergent Issues:
Shared Reporting in Rackham Program Review**



Historical Context: Career Outcomes Project

Emergent Issues: Exploring the Data & Elaborated Analyses

Year 1 and Year 5 Career Outcomes/Placement for the selected Disciplines
(Ph.D. Recipients from a 5-year period that had at least 5-years of tracked data)



- y% of graduates who took a Non-secure Teaching position at Year 1 was in a Secure Teaching position at Year 5.

Historical Context: Career Outcomes Project

Emergent Issues: Case Volume

Deg FY	# Docs			
2002	600			
2003	606			
2004	653	Totals:		
2005	715	5 yrs	10 yrs	15 yrs
2006	750	3,324		
2007	781	3,505		
2008	745	3,644		
2009	838	3,829		
2010	789	3,903		
2011	795	3,948	7,272	
2012	852		7,524	
2013	878		7,796	
2014	877		8,020	
2015	874		8,179	
2016	833		8,262	
2017	801		8,282	
2018	871		8,408	12,052

Historical Context: Career Outcomes Project

Emergent Issues: Current Technology Innovations

Online Systems for Reporting

as well as

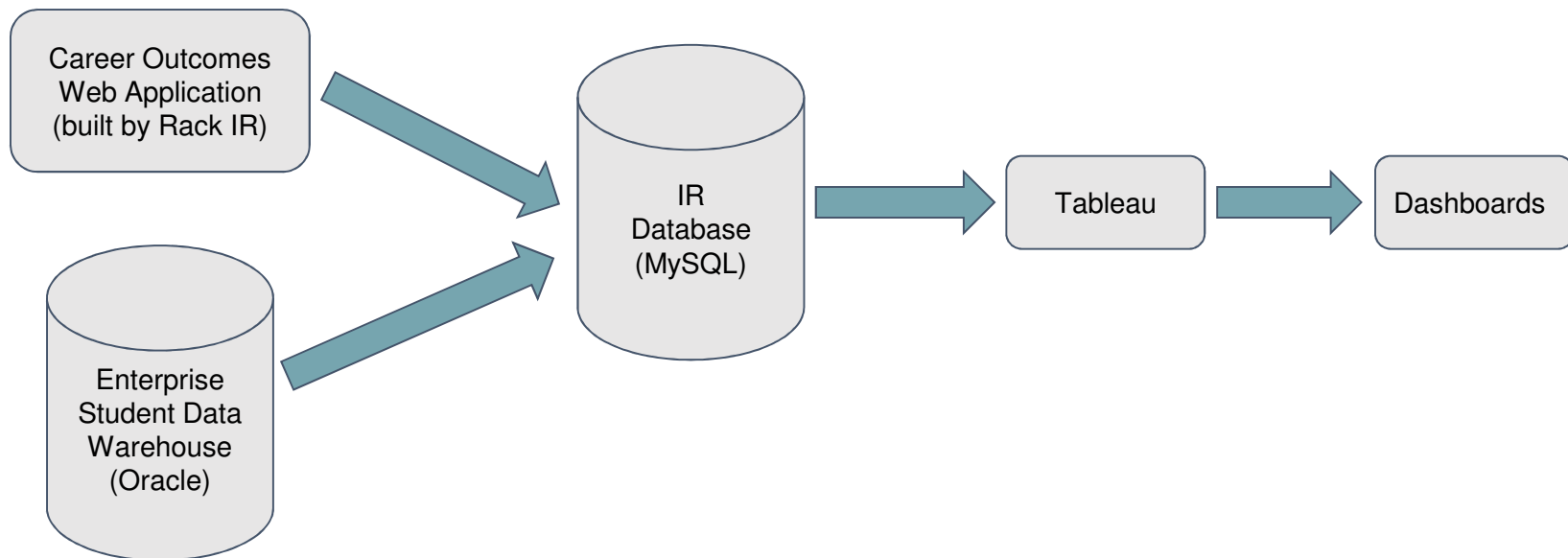
**Development of an Online System
for data collection
(deployed 2018)**

Data & Dashboards

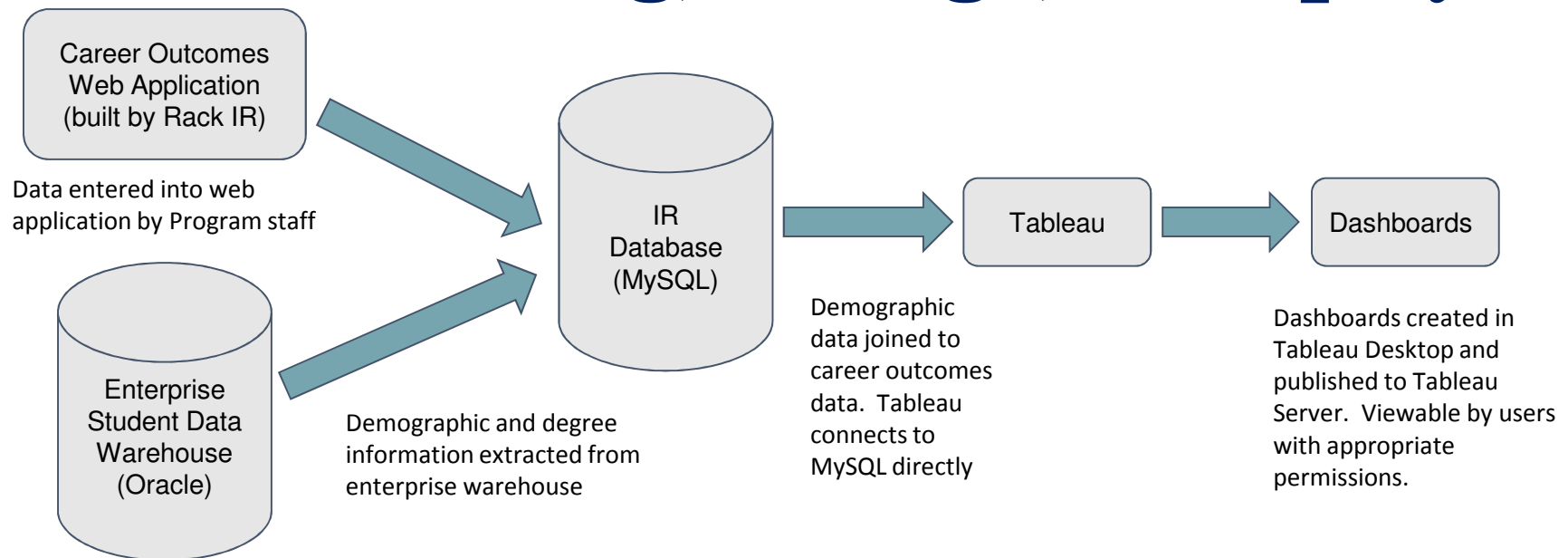
Carrie Brezine, Ph.D., Applications Programmer & Analyst
Intermediate, Rackham Graduate School, University of Michigan



Data Gathering, Storage, & Display



Data Gathering, Storage, & Display



Free Tools for Data

- MySQL
- R
- Python (django)
- Javascript & associated libraries (jQuery,d3)

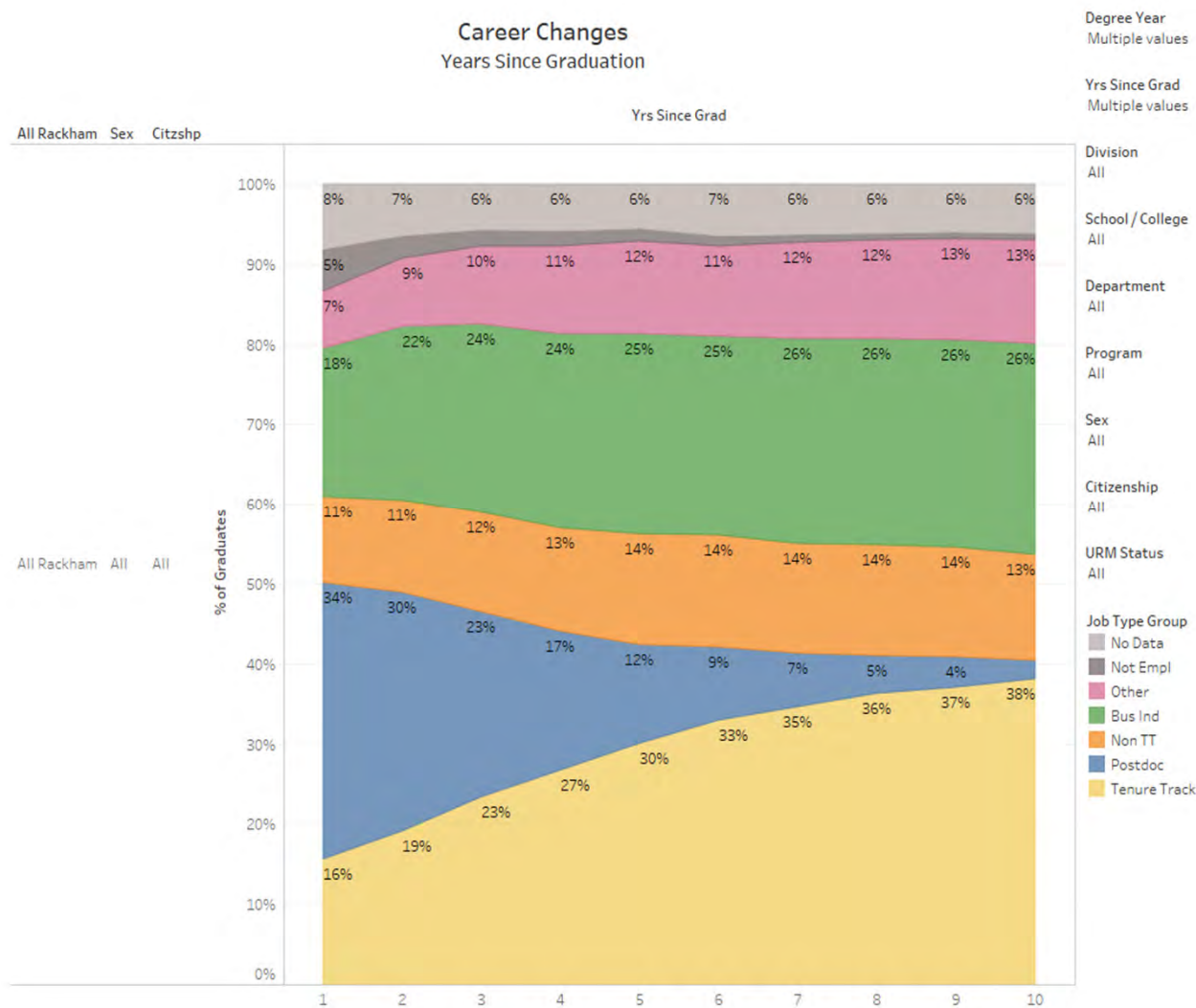
UM Career Outcomes Dashboards

Rackham Doctoral Program Statistics

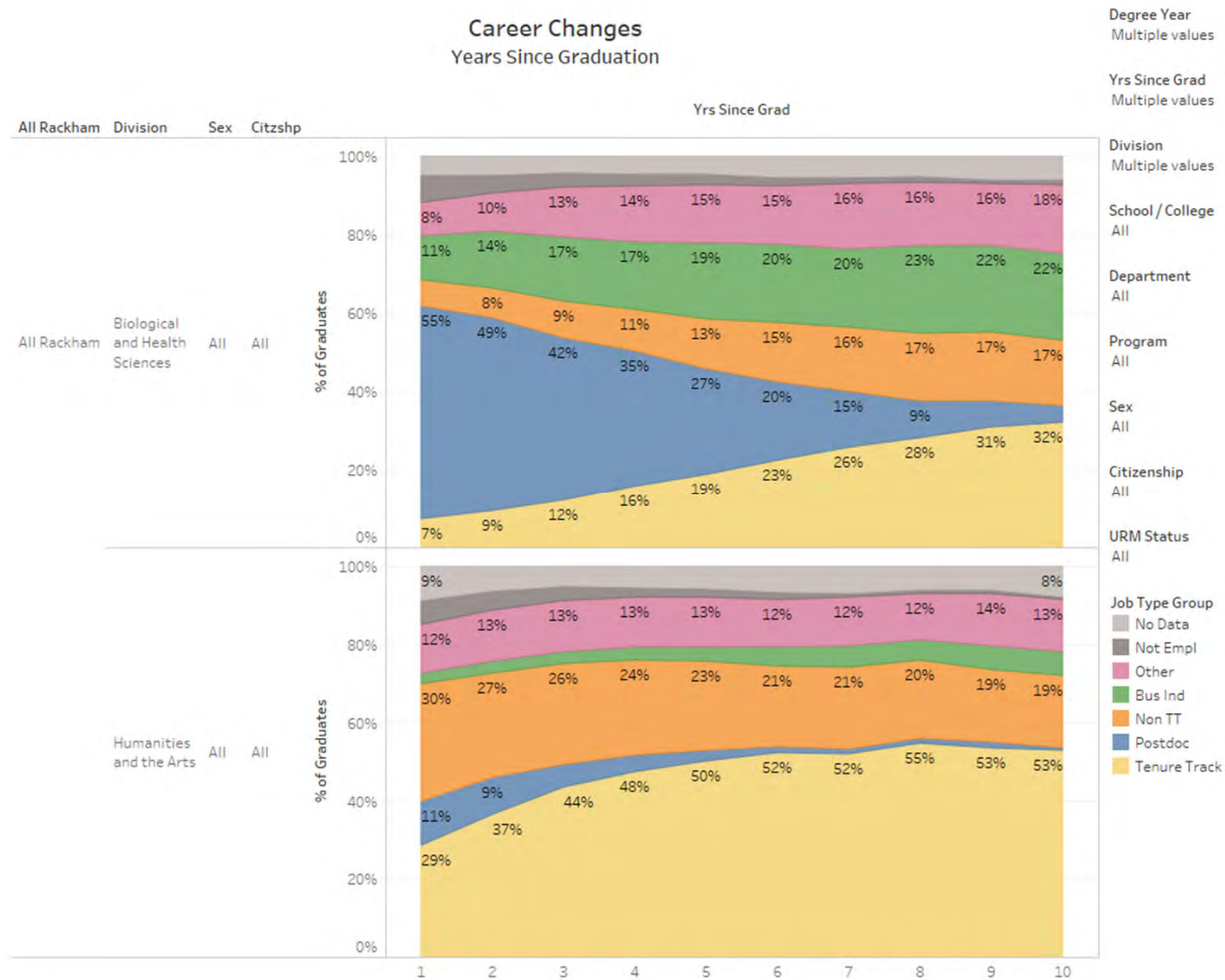
<https://tableau.dsc.umich.edu/#/site/UM-Public/views/RackhamDoctoralProgramStatistics/ProgramStatistics>

UM Career Outcomes Dashboards

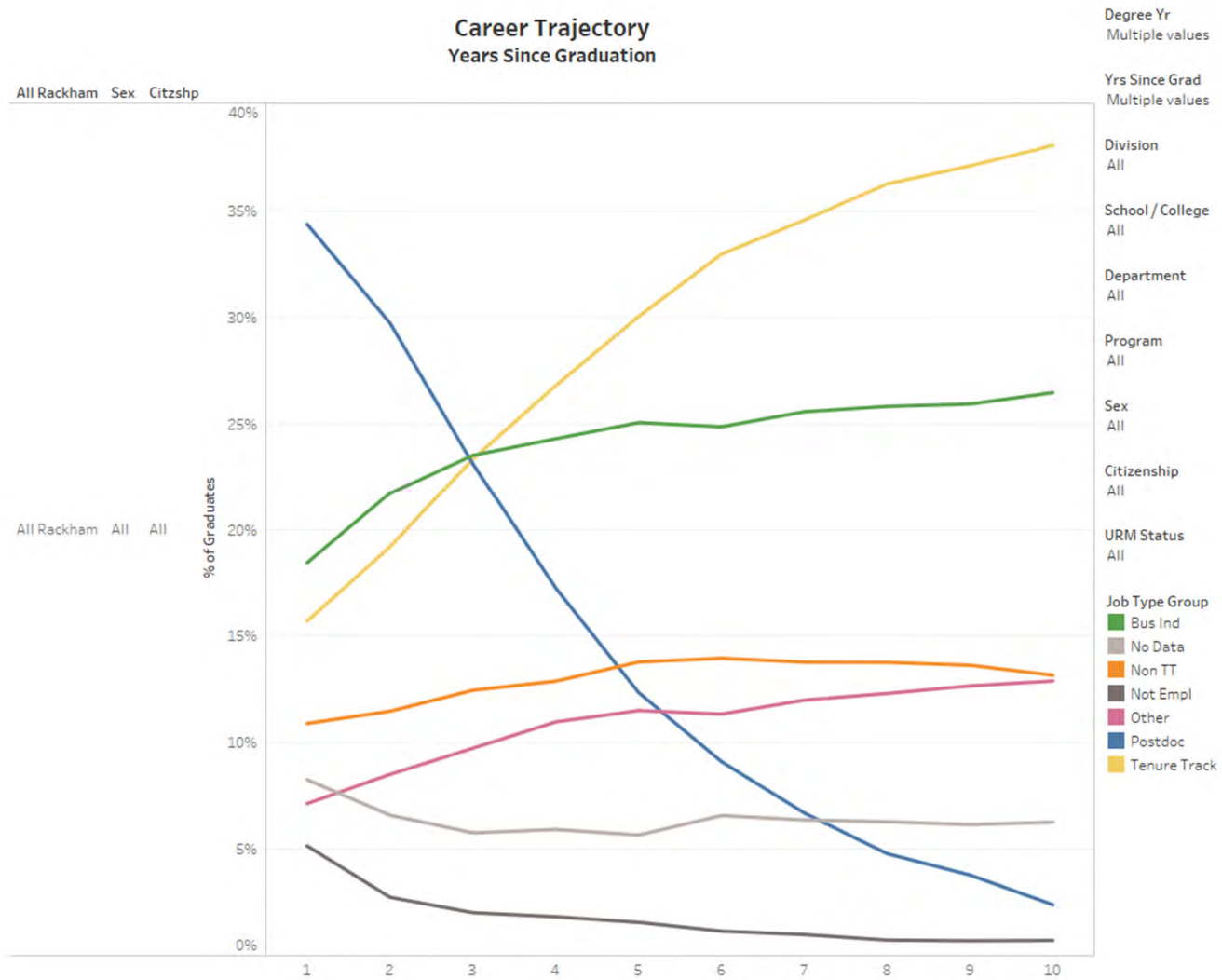
Career Changes Years Since Graduation



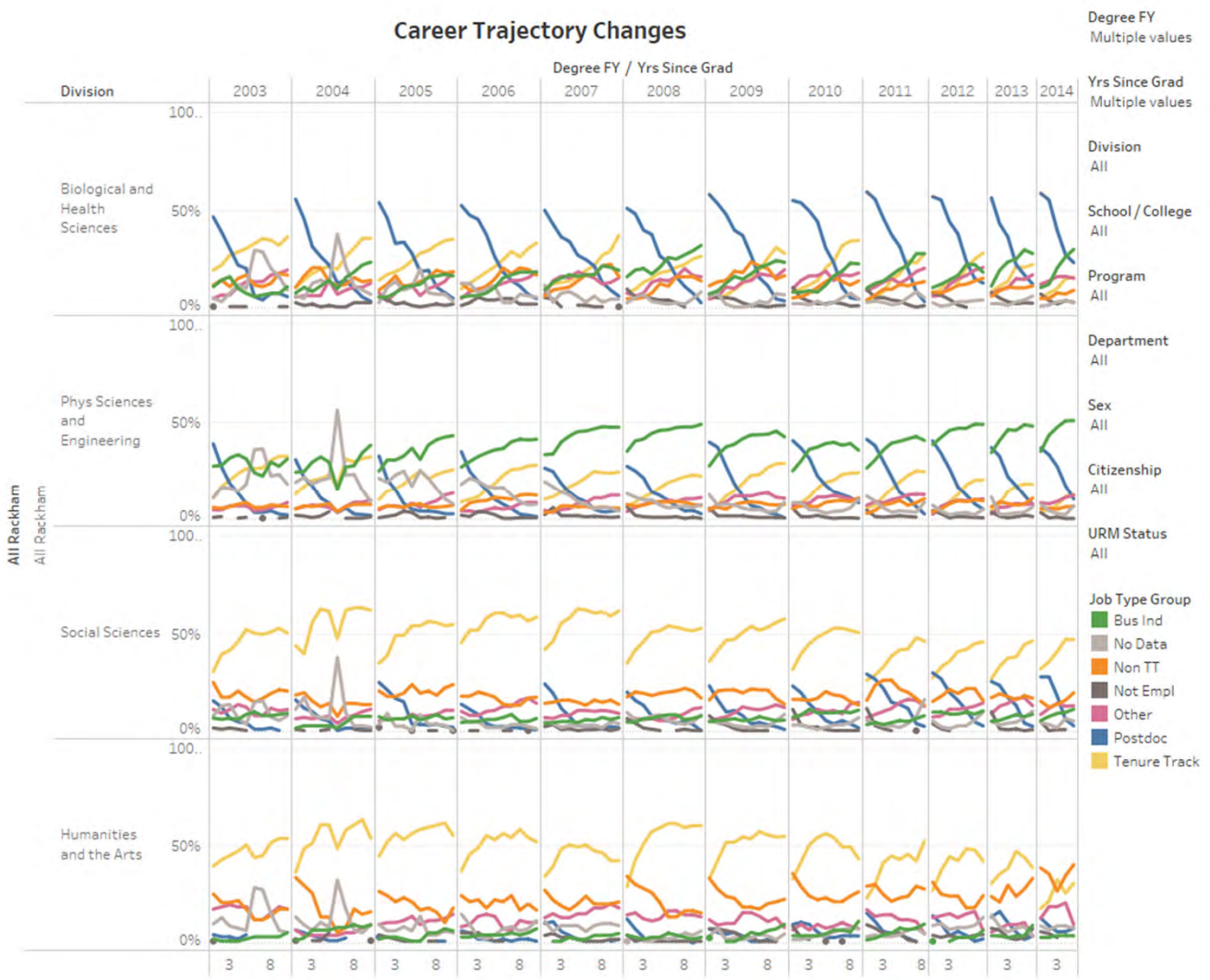
Career Changes Years Since Graduation

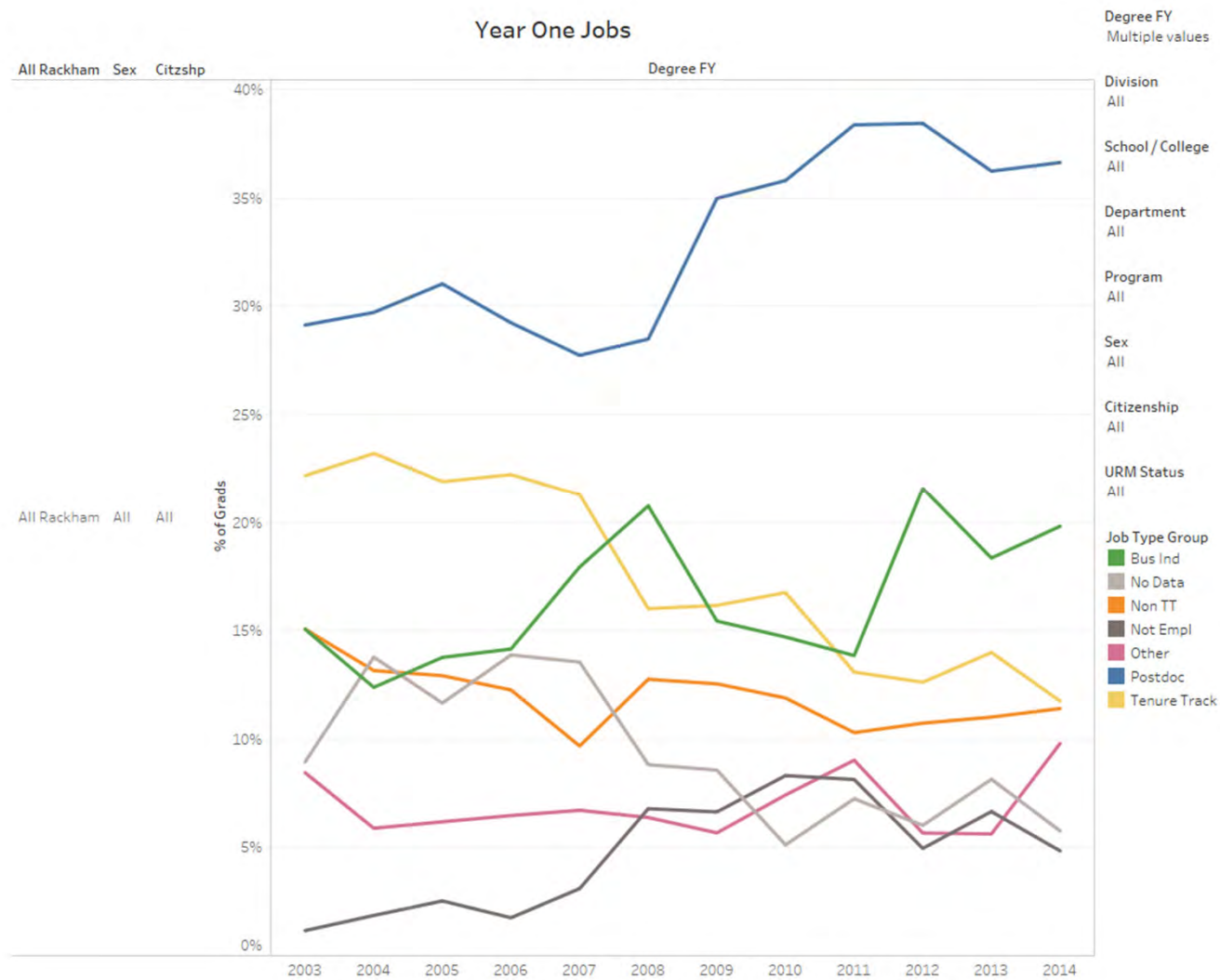


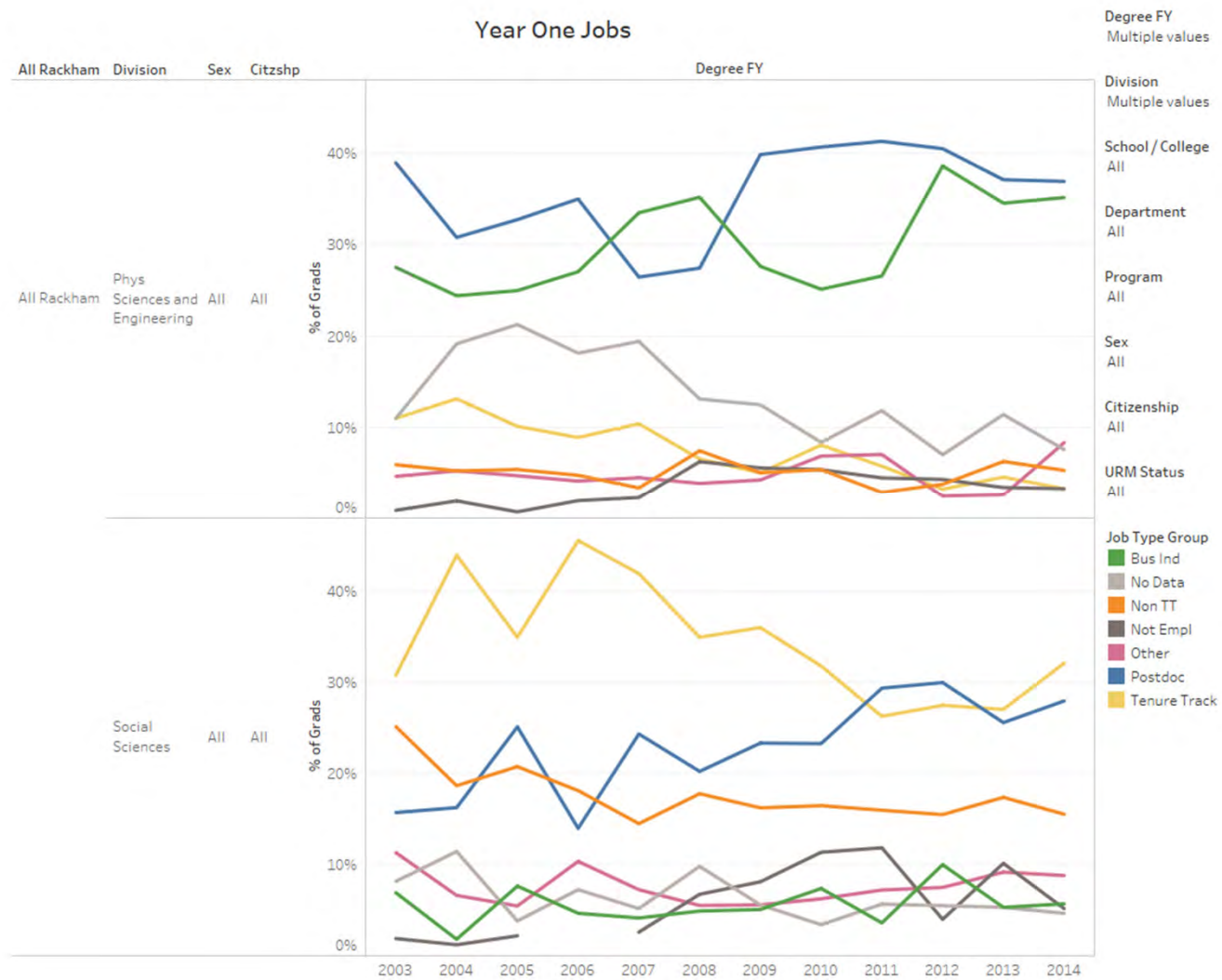
Career Trajectory Years Since Graduation



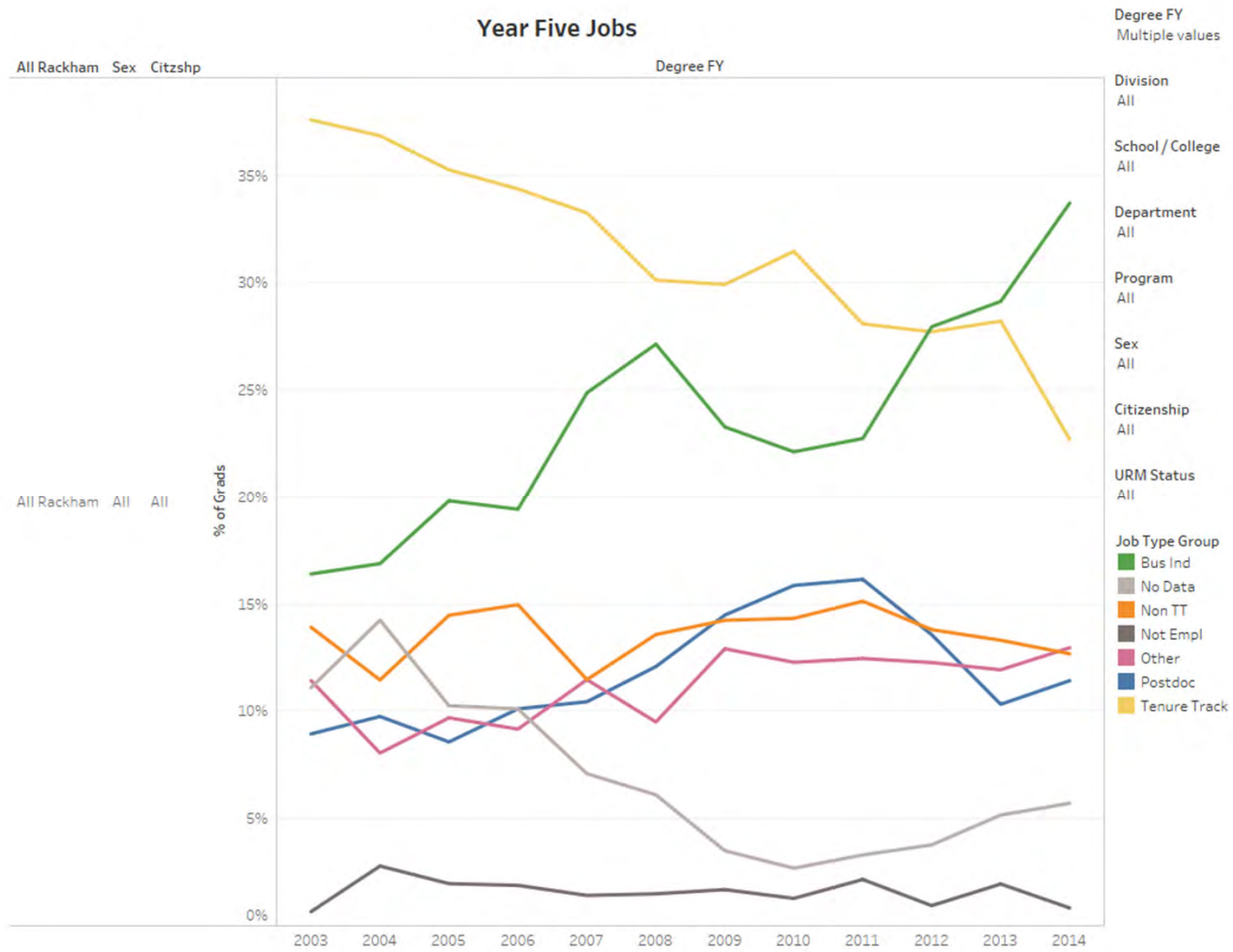
Career Trajectory Changes



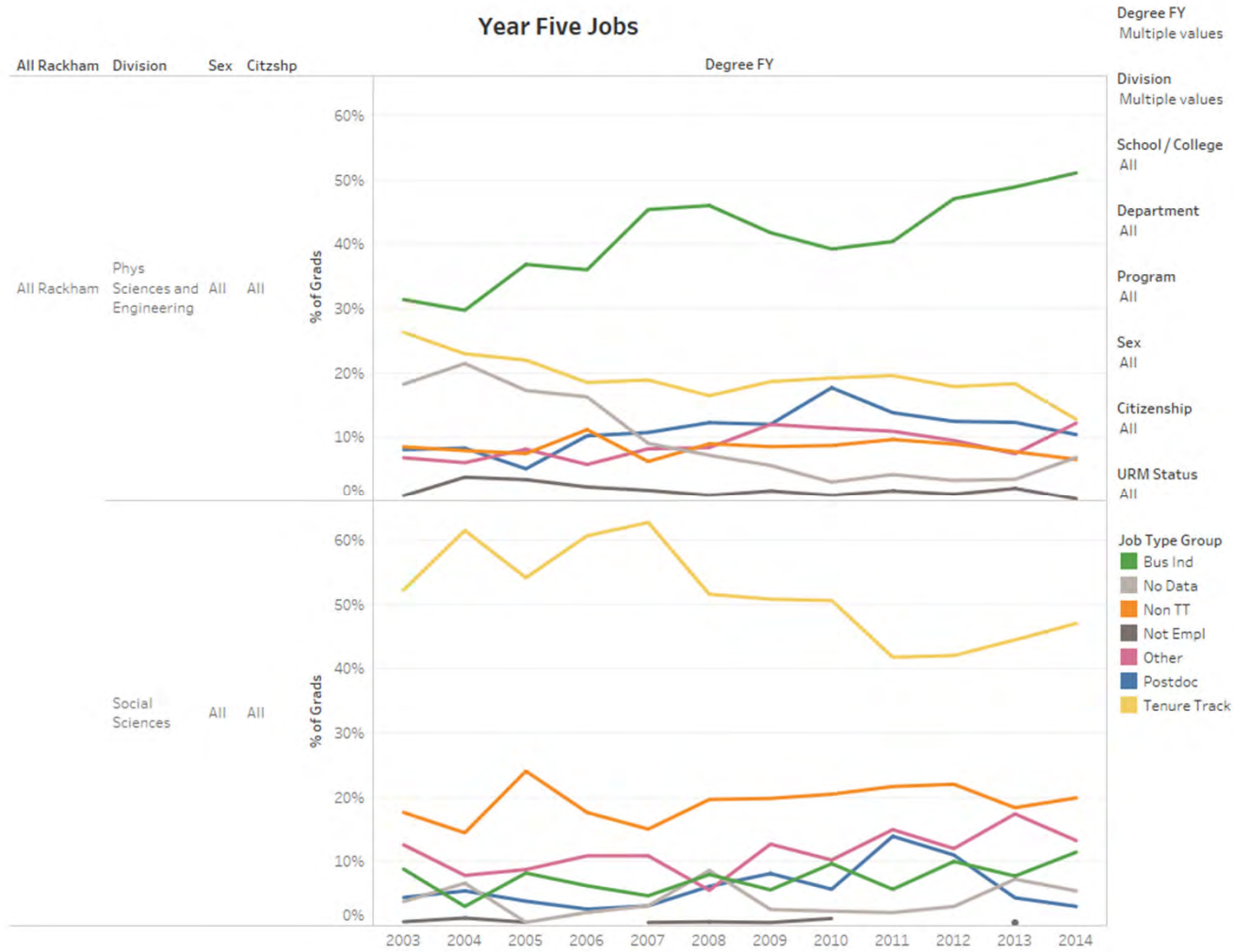




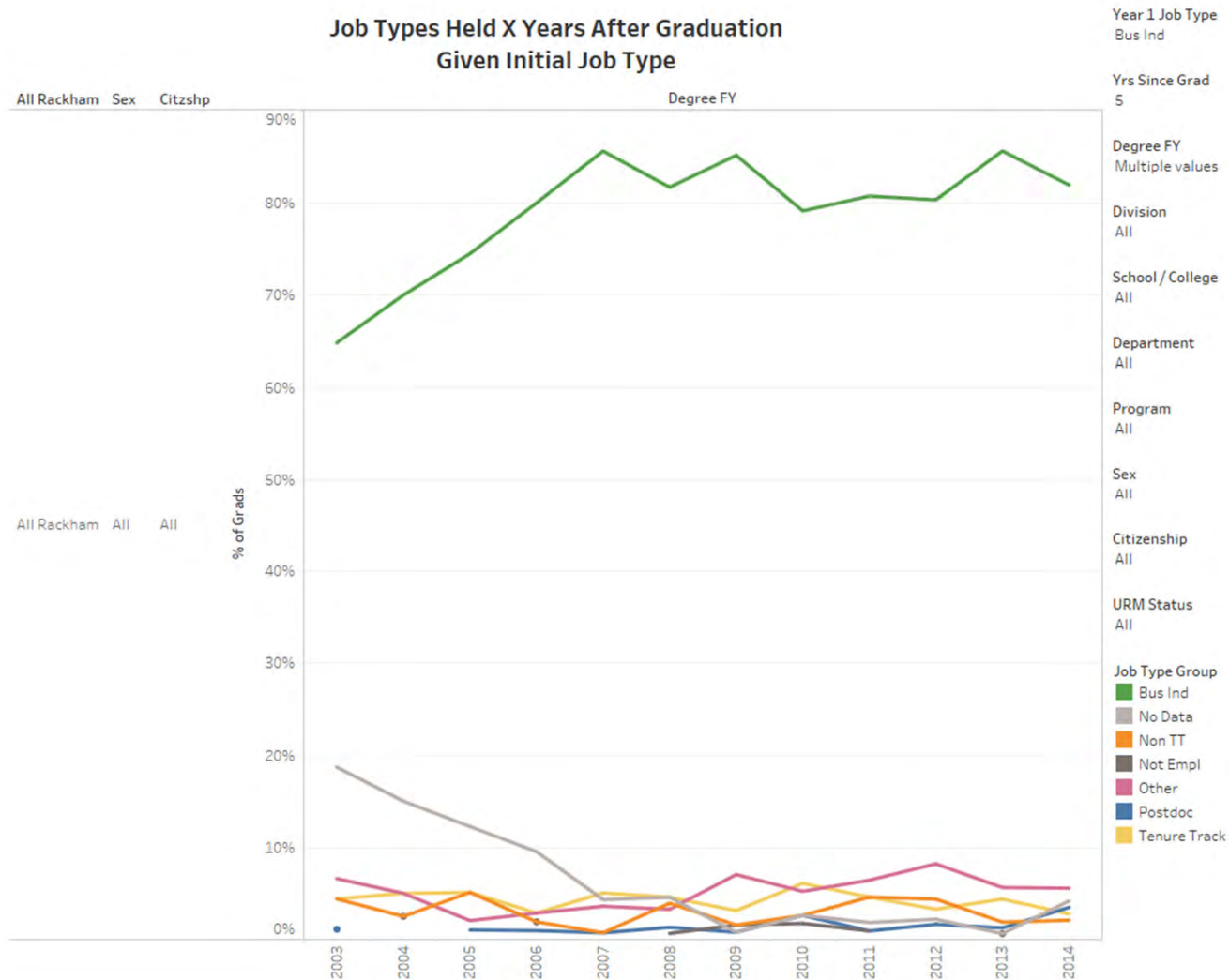
Year Five Jobs



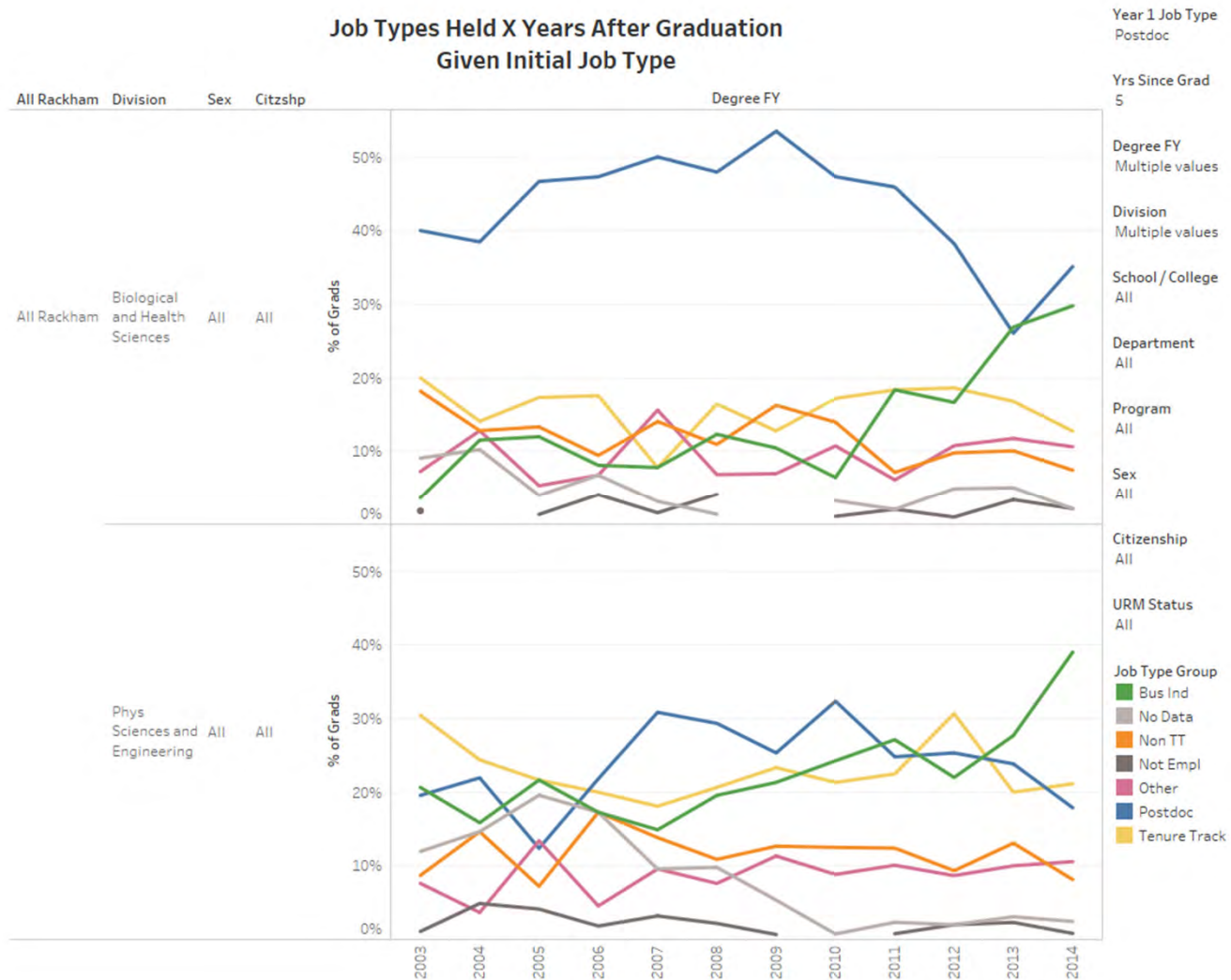
Year Five Jobs



Job Types Held X Years After Graduation Given Initial Job Type



Job Types Held X Years After Graduation Given Initial Job Type



Outcomes are Inputs

Ethriam Brammer, Ph.D., Assistant Dean, DEI Implementation
Lead, Rackham Graduate School, University of Michigan



Educational Outcomes

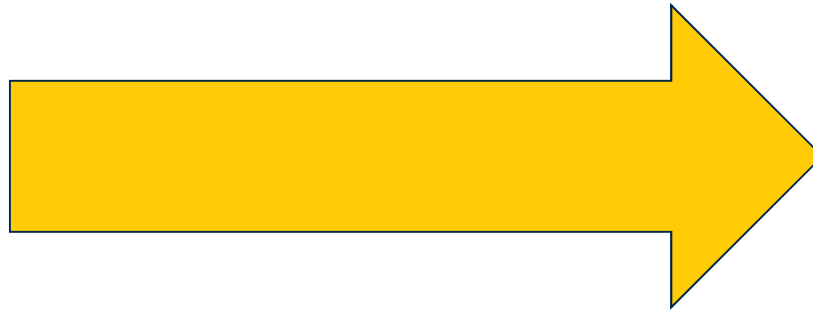
How do we use “outcomes” in higher education, in general,
and in graduate education, specifically?

How do we use "outcomes" in higher education, in general, and in graduate education, specifically?

Educational Outcomes

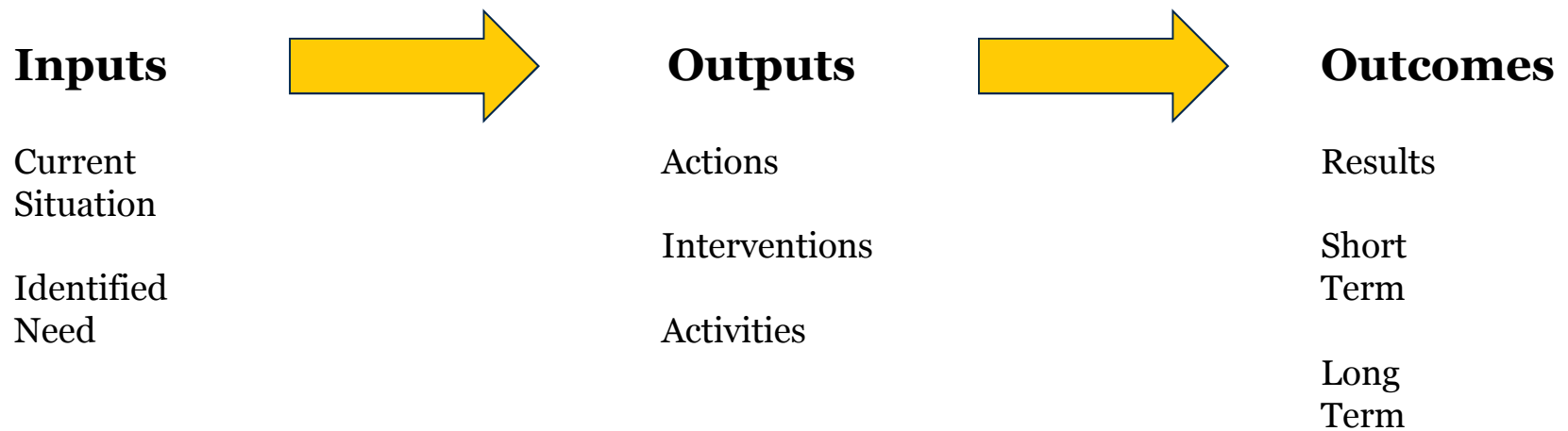
Compliance & Reporting

Collect Data



Report Outcomes

Outcomes & Strategic Planning



Strategic Planning: Linear Process



¹“Continuous Improvement Process--5 ‘I’ Improvement Model”. Hinrichs Consulting, LLC.

Outcomes are Inputs

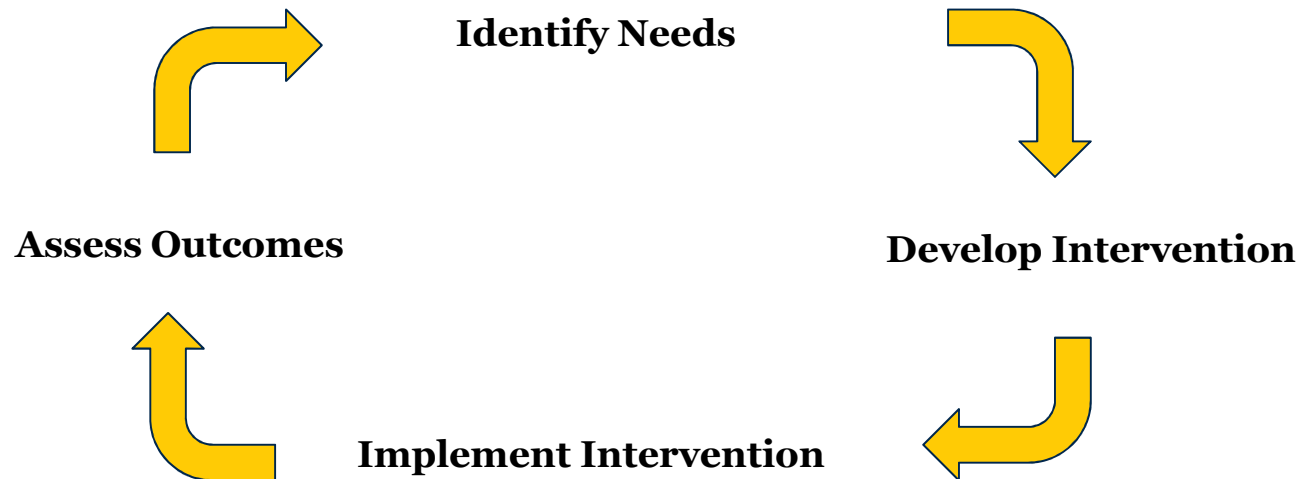
Strategic Planning & Continuous Improvement as a Cyclical Process

Outcomes are Inputs



Outcomes are Inputs

Strategic Planning & Continuous Improvement as a Cyclical Process



Outcomes are Inputs

Strategic Planning & Continuous Improvement as a Cyclical Process Rackham Professional Development Programs

- Embedded University Career Center Coordinator for Graduate Student Career Advancement
- Center for Research on Learning & Teaching (CRLT) Preparing Future Faculty Resources
- NextProf: Preparing the Next Generation of Scientific & Technological Leaders
- Office of Graduate & Postdoctoral Studies: Resources for Biomedical Grad & Post-Doc Trainees
- Versatile PhD: Career Exploration for Humanities & Social Science Doctoral Students
- MyIDP: Individual Career Development Plans for STEM Doctoral Students
- Ph.D. Connections: A Career Conference
- Professional Development DEI Certificate for Graduate Students & Post-Doctoral Fellows
- Rackham Public Scholarship Grants
- Rackham Public Engagement Fellowships
- Rackham Professional Development Leader (RPDL) Program

Questions



Valuing Diversity by Investing in DEI Professionals: How GSSAs Can Advance DEI Initiatives on College Campuses

75th Annual Meeting of the Midwestern Association of Graduate Schools

March 21, 2019



RACKHAM GRADUATE SCHOOL
UNIVERSITY OF MICHIGAN

Using Data to Change Perceptions of PhD Careers

Julia Kent

Vice President, Best Practices and Strategic Initiatives

Midwestern Association of Graduate Schools

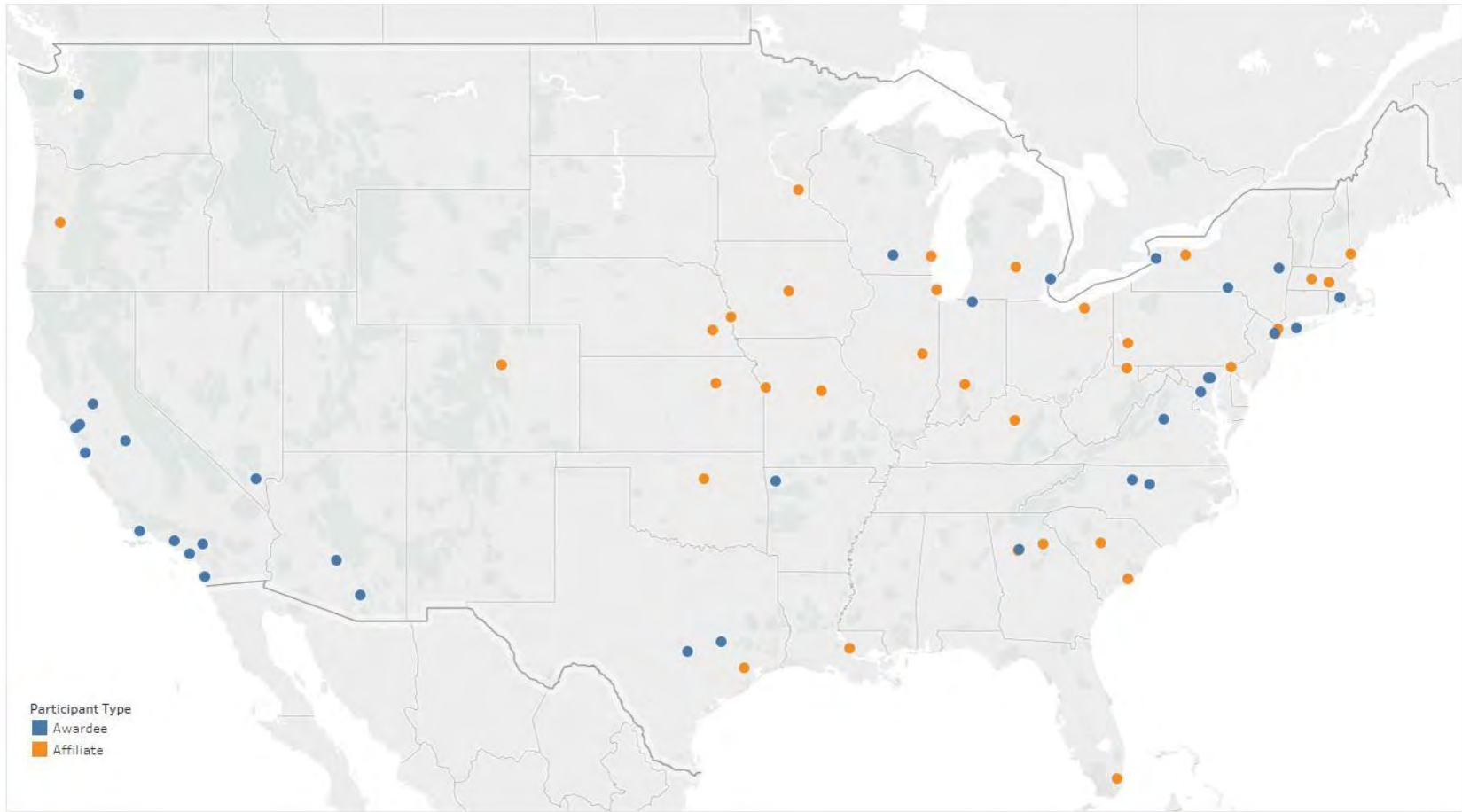
March 20, 2019

A National Effort to Gather and Use Data on PhD Students & Alumni



- Multi-university implementation of two surveys.
- Capture data from current doctoral students and doctoral alumni 3, 8, and 15 years after graduation.
- Includes STEM, humanities and social science fields.
- Participating universities are testing strategies for successful implementation
- University partners are developing approaches to using the data to improve programs.

69 universities collecting and using data on PhD careers



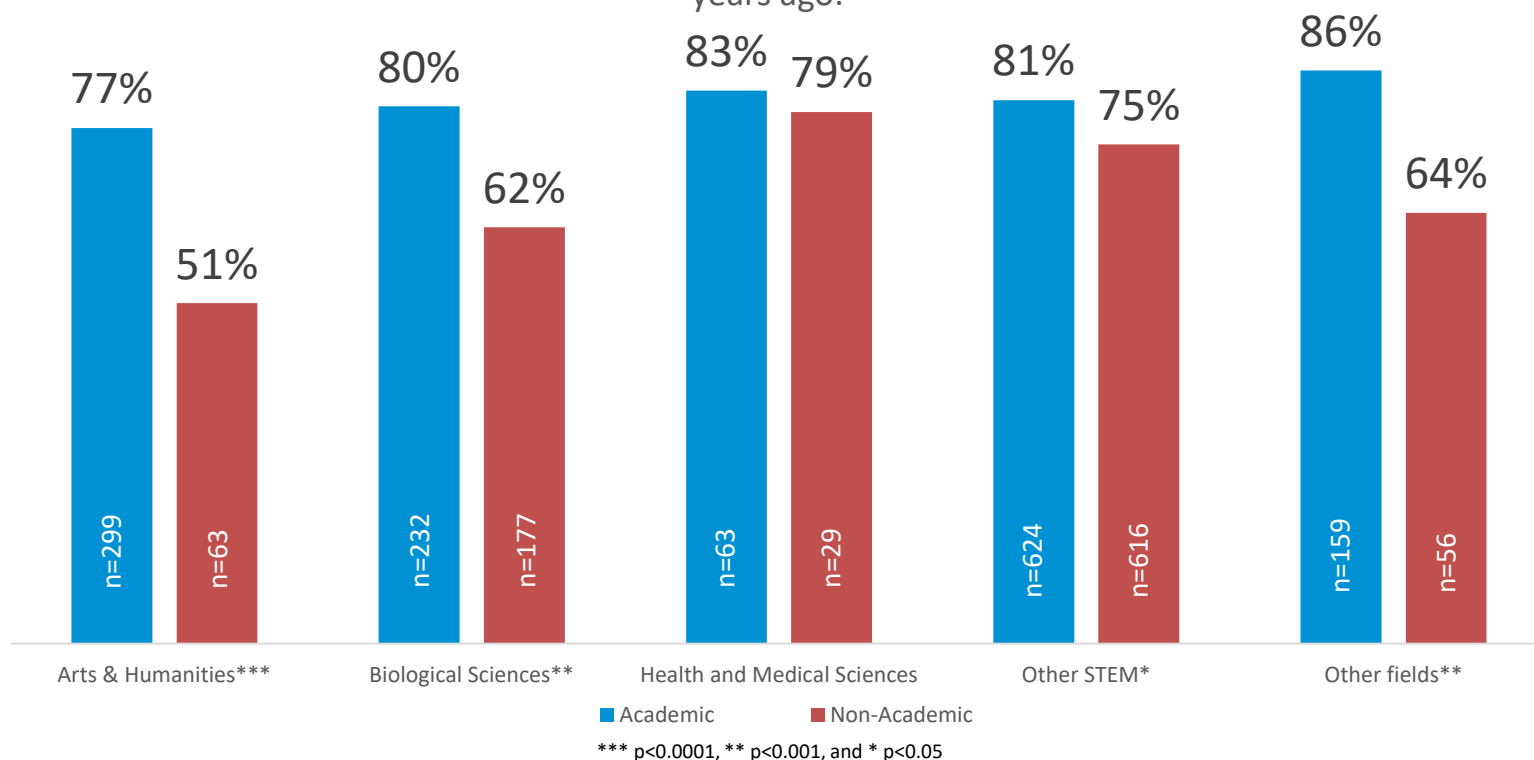
This material is based upon work supported by the National Science Foundation (NSF # 1661272) and the Andrew W. Mellon Foundation. Any opinions, findings, and conclusions or recommendations expressed in this project do not necessarily reflect the views of the funding agencies.

What kind of data are captured by the survey instruments?

- Work attributes
- Skills acquired through professional development opportunities during graduate school
- Employment and occupational preferences
- Employment and occupational outcomes
- Sociodemographic information

A significant majority of recent PhDs report a connection between their training and their current job.

Percent responding "Extremely Well" or "Very Well" to survey item "How well did your PhD prepare you for [your current] job?" among those who earned a PhD 3 years ago.

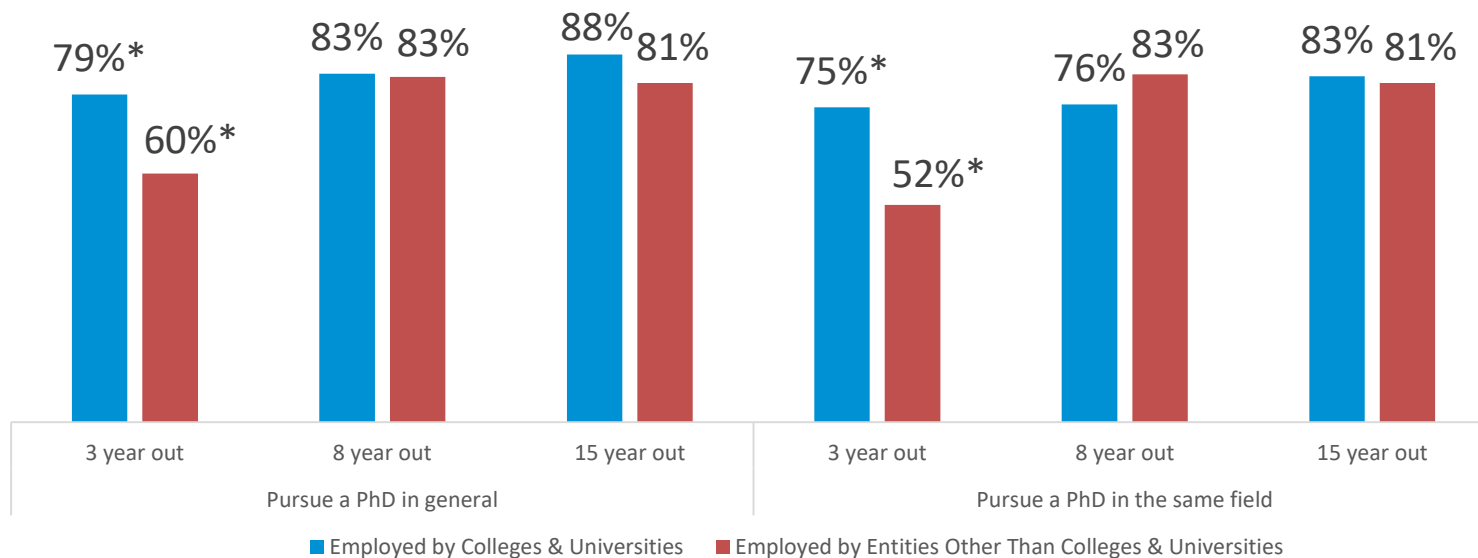


Supported by the National Science Foundation
(#1661272) and the Andrew W. Mellon Foundation

Source: Council of Graduate Schools,
Understanding PhD Career Pathways for Program
Improvement Project, Fall 2017 Alumni Survey

Despite some concerns about Humanities PhDs, many both inside and outside the academy find value in their doctoral education.

Percent responding "Definitely Would" or "Probably Would" to survey item "Given the perspective that you have gained since completing your PhD, if you had to start again, how likely would you do the following?" among Humanities PhDs

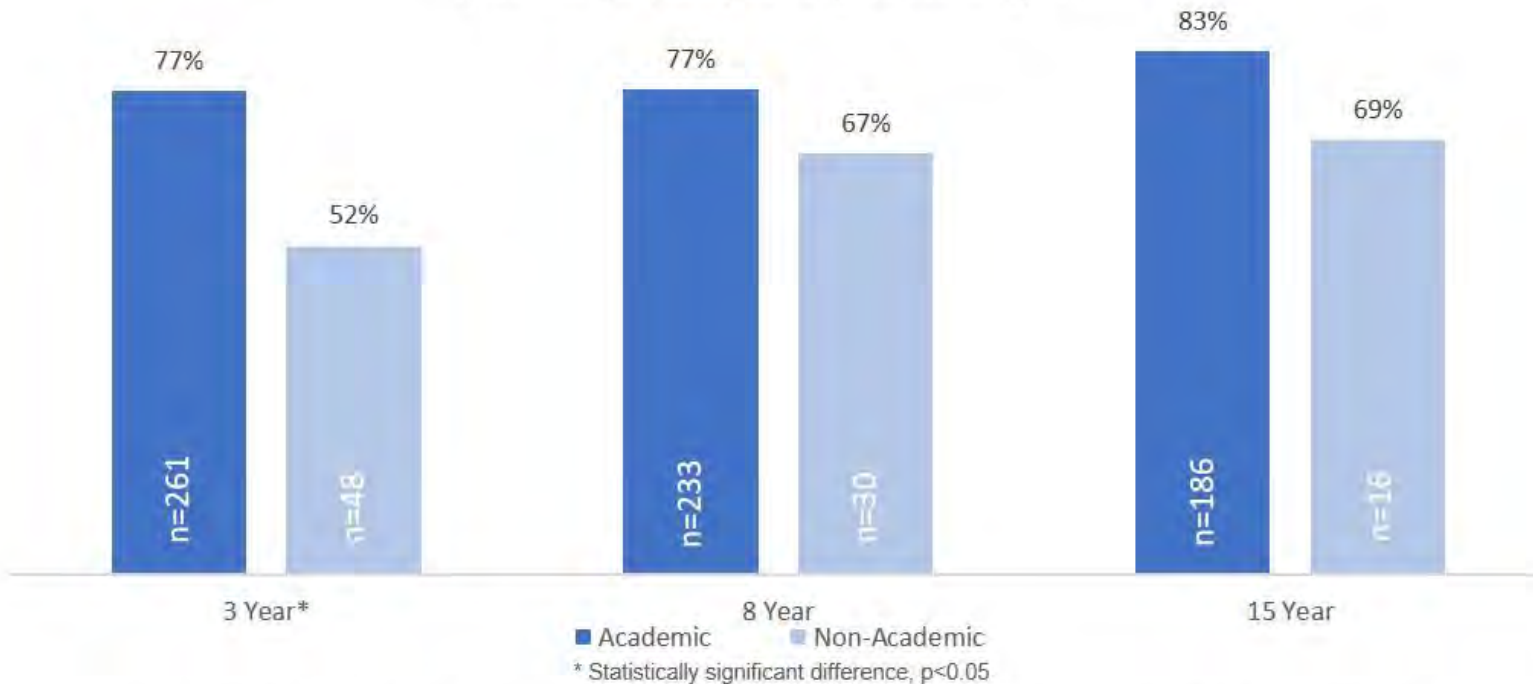


* denotes statistically significant difference. $p < 0.05$

Data Source: Council of Graduate Schools, *Understanding PhD Career Pathways for Program Improvement Project*, Fall 2017 Alumni Survey
Figure Reprinted from Okahana, H., & Kinoshita, T. (2018, September). *Humanities PhDs in the Workforce: How Well Doctoral Education Prepared Them*. CGS Research in Brief. Washington, DC: Council of Graduate Schools.

For humanists, the perception that training and current job are connected appears to increase over time.

Figure 1: Percent responding "Extremely Well" or "Very Well" to survey item "How well did your PhD prepare you for [your current] job?"



Source: Council of Graduate Schools, Understanding PhD Career Pathways for Program Improvement Project, Fall 2017 Alumni Survey

Humanities Conversation Starters

- What kind of professional development opportunities does your institution provide PhD students in humanities for their career preparation and transition from graduate school?
- What kind of resources and guidance does your institution offer to humanities faculty members, so that they talk to their students about the diversity of humanities PhD careers?
- What is your institution and its humanities PhD programs doing to foster partnerships with current and prospective PhD employers?
- How effective are these approaches and resources in fostering PhD education that leads graduates to a variety of fulfilling career paths? How do you assess effectiveness?

Promising Practices

in Humanities PhD
Professional
Development



Lessons Learned from the 2016-2017
Next Generation Humanities PhD Consortium

SEPTEMBER 2017



Summary of Prior Work

in Humanities PhD
Professional
Development



SEPTEMBER 2017

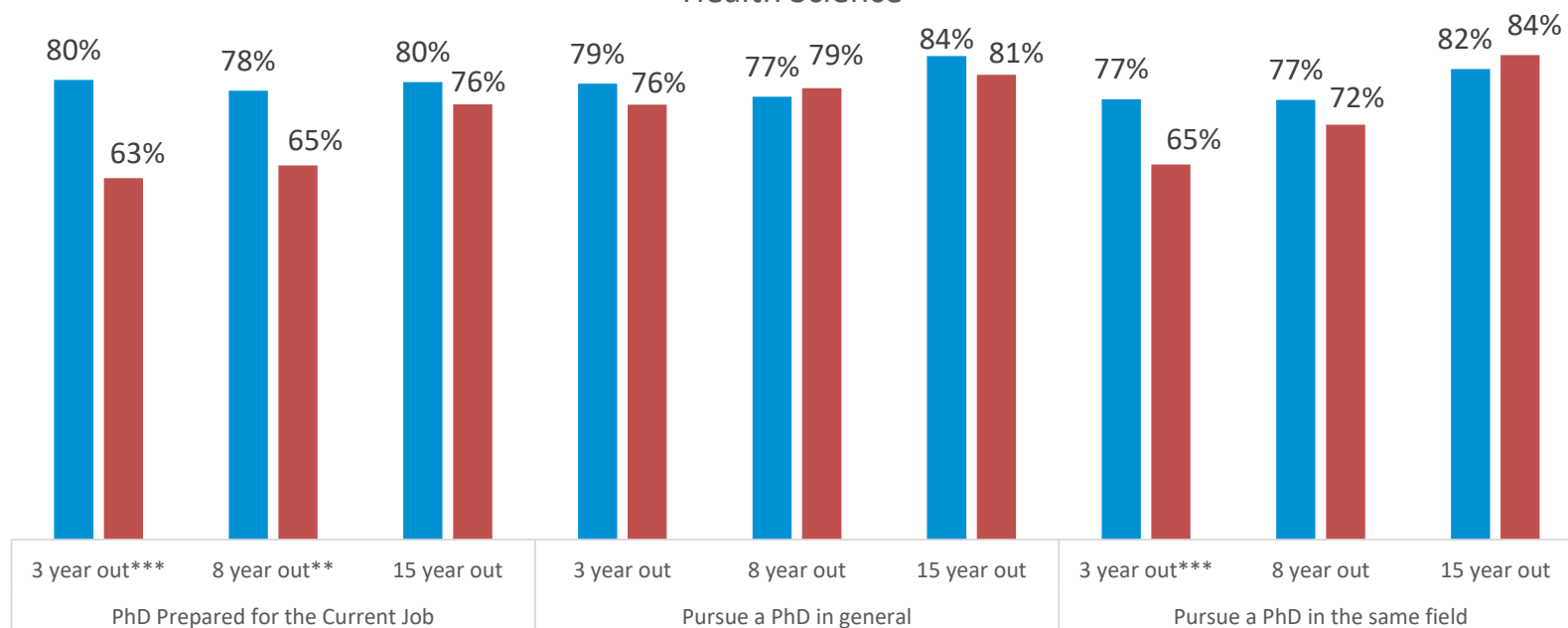


Inclusive language options for talking about humanities PhD careers*

Instead of . . .	You could talk about . . .
The Profession	Professional careers
	Humanities careers
	Academia (one possibility among many)
The job market	Job markets
	The <i>academic</i> job market (one possibility among many)
Nonacademic careers Alternative careers Non-professorial careers	Careers beyond academia
	Pathways beyond the professoriate
	BGN careers (Business, Government, and Nonprofit)
Plan B Backup options	Career of choice
	Broad options
	Career diversity
	Flexible career paths
	Versatile humanists
	Career horizons/pathways
	Repertoire of possibilities
Networking	Building (intellectual/professional) communities
	Building connections
	Building relationships
Job placement	First position
	First destination
	Career entry point
PhDs as produced	PhDs as earned

Biological & Health Sciences PhDs, both inside and outside of the academy, find value in their doctoral education.

Percent Responding "Extremely Well/Very Well" or "Definitely Would/Probably Would" to survey items "How well did your PhD prepare you for the current job" and "Given the perspective how likely would you do the following?" among Biological & Health Science



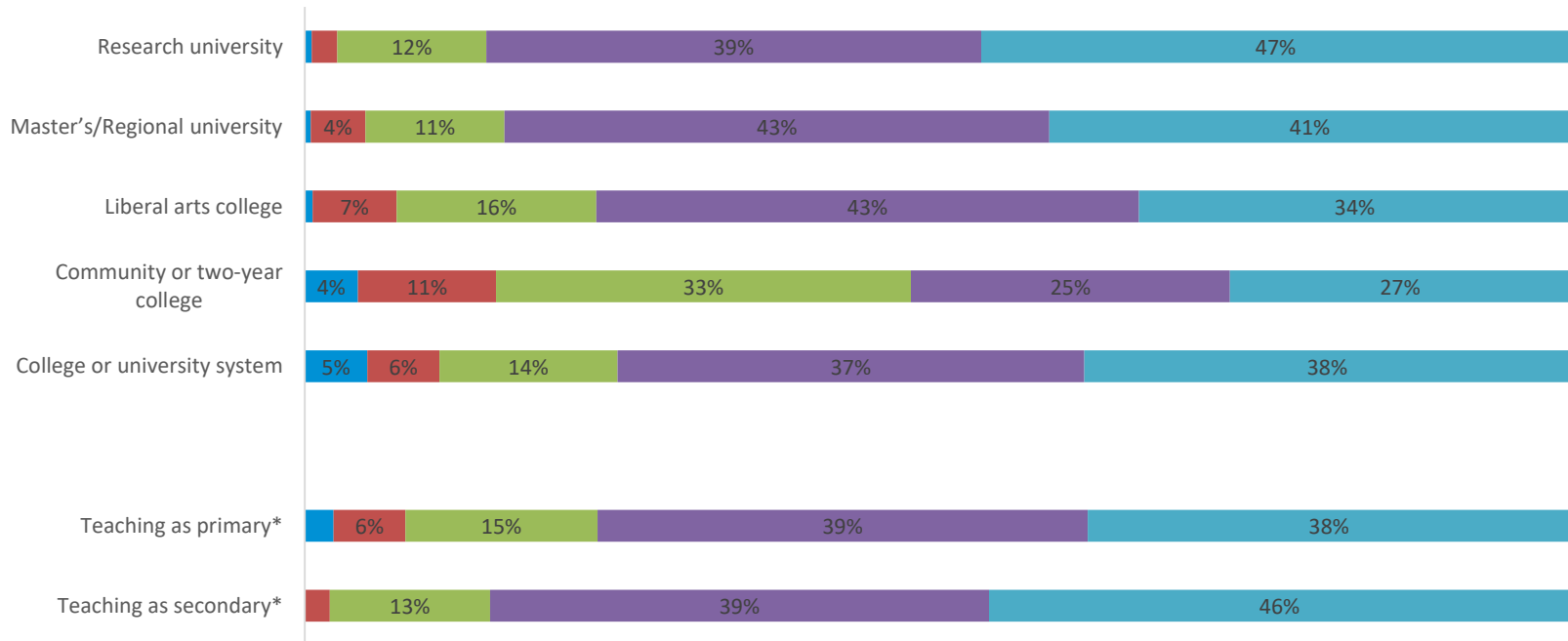
** denotes statistically significant difference. $p < 0.01$ and *** denotes statistically significant difference $p < 0.001$

■ Employed by Colleges & Universities ■ Employed by Entities Other Than Colleges & Universities

Data Source: Council of Graduate Schools, Understanding PhD Career Pathways for Program Improvement Project, Fall Alumni Survey

Generally, PhD holders at colleges and universities feel well prepared by their doctoral education; those who have teaching as their primary responsibility, less so.

Responses to survey item "How well did your PhD prepare you for your current job?"
by job sector and by teaching responsibility for respondents working in
postsecondary education with teaching responsibility



Poorly
Fairly Well
Well
Very Well
Extremely Well

Data Source: Council of Graduate Schools, , Understanding PhD Career Pathways for Program Improvement Project, Fall 2017 Alumni Survey
Figure Reprinted from Okahana, H., & Kinoshita, T. (2018, September).
Preparing Future Faculty: Does Where Doctorates Go on to Teach Matter?. CGS Research in Brief.
Washington, DC: Council of Graduate Schools.

Conversation Starters- Preparing Future Faculty

- What kind of professional development opportunities does your institution provide your PhD students to hone their teaching skills? What institution-wide resources, as well as department/program specific resources are available for PhD students?
- How effective are these opportunities? What types of feedback processes and/or assessment plans for these professional development programs do your institution and PhD programs have?
- What are your institution and PhD programs doing to foster partnerships with area state colleges, community colleges, and other institutions to create teaching opportunities for PhD students aspiring to faculty careers?

Upcoming Briefs:

- *STEM Careers*
- *PhD Career Transitions*

Closing Gaps in our Knowledge of PhD Career Pathways: How Well Did a Humanities PhD Prepare Them?

CGS Research in Brief, October 2018

By Hironao Okahana & Timothy Kinoshita

The vast majority of humanities PhDs still work in fields related to their doctoral education and are satisfied with their jobs. According to the National Survey of College Graduates by the National Science Foundation (NSF), 92% of humanities PhDs working in 2015 held jobs that are closely or somewhat related to their PhDs. Furthermore, 85% of humanities PhDs who are employed are satisfied or very satisfied with their current work. This percentage is consistent for the 92% who work in related fields as well as the 8% who work in fields unrelated to their humanities PhD degrees (NSF, n.d.). Though these national data tell us about humanities PhDs in the workforce and their satisfaction with their current jobs, little is known about their views on their PhD training. Using survey data from the Council of Graduate Schools' (CGS) *PhD Career Pathways* project, this brief provides new insight into how humanities PhDs apply their doctoral training in the workforce.

Key Findings:

- A large majority of survey respondents believe that their humanities PhD education prepared them well for their jobs. Although the differences were not statistically significant, humanities PhDs who were employed by colleges and universities generally felt that their doctoral studies had better prepared them for their current job than those who were employed elsewhere. The difference was statistically significant only among those who were three years post-graduation. (Figure 1)
- A large majority of survey respondents said that they would pursue a PhD in general or in the same field, if they had to start over again. Humanities PhDs three years post-graduation and working for employers other than colleges and universities were less likely than their academic counterparts to say that they "definitely would" or "probably would" pursue a PhD in general or in the same field. However, when comparing employees of academic institutions and those employed elsewhere, for those eight and fifteen years post-graduation, the differences were not statistically significant. (Figure 2)
- Between humanities PhDs working in academia and elsewhere, there are more similarities than differences in key workforce skills and attributes. While alumni in academic and non-academic sectors stressed different types of skills, there were no statistically significant differences for twelve skills and attributes—such as "leadership," "adaptability and flexibility," and "analytical thinking"—mentioned in the survey. (Figure 3)



Recent Feedback from our Advisory Committees

- PhD Career Pathways is collecting actionable data.
- The ability to benchmark with other institutions and national data is a key feature and benefit of this project.
- Our work together satisfies the need for transparency while providing data that can be used to inform culture change.
- CGS should continue to provide centralized leadership for this work beyond the grant-funded period.

“The Team”



CGS Contacts for PhD Career Pathways

- **Ryan Bradshaw (for inquiries about joining)**
Program Manager, rbradshaw@cgs.nche.edu
- **Jeffrey Engler,**
Vice President, Special Projects
- **Janet Gao**
Graduate Student Researcher
- **Julia Kent**
Vice President, Best Practices and Strategic Initiatives
- **Maureen McCarthy**
Director, Best Practices and Advancement
- **Hironao Okahana**
Associate Vice President, Research and Policy Analysis
- **Enyu Zhou**
Education Research Analyst



David Daleke

Vice Provost for Graduate Education and Health Sciences

Associate Dean, University Graduate School

The CGS PhD Career Pathways Project Indiana University

INDIANA UNIVERSITY BLOOMINGTON

Indiana University - Bloomington

- 10,202 graduate students
- 3,018 doctoral and 5,263 masters students
- 478 PhD degrees awarded in 2017-18
- Strengths in music, business, environmental studies, public affairs, sociology, folklore, cancer biology, ecology/evolution, languages



CGS PhD Pathways Project – IU Bloomington

1. Affiliate member
2. Survey all 84 PhD programs, including arts & humanities, social sciences, natural and physical sciences
3. Alumni cohorts (9): ~ 3,600 students (3, 8 and 15 years postgraduation)
4. Student cohorts (6): ~ 2,400 students (2nd and 5th year students)



Survey strategies

1. Update alumni contacts
 - Internal records
 - IU Foundation
 - Internet searches
 - Departmental data
2. Contract with IU Center for Survey Research (CSR) to conduct surveys
3. Advance emails from departments, Graduate School and CSR
4. Follow-up emails and phone calls
5. Incentives (gift cards)



CGS PhD Career Pathways – Indiana University

Initial Results

Highlights

1. Alumni response rates
 - Fall 2017: 38.3%, 409 respondents
 - Fall 2018: 42.9%, 496 respondents)
2. Student response rates (Spring 2018: 39%; 315 respondents)
3. Results mostly consistent with CGS national data
4. Majority of alumni are satisfied that their PhD training prepared them well for their current position. Two examples:
 - Employment sector, work activities and skills
 - PhD experience and preparation



Example – Employment sector, work activities, and attributes/skills

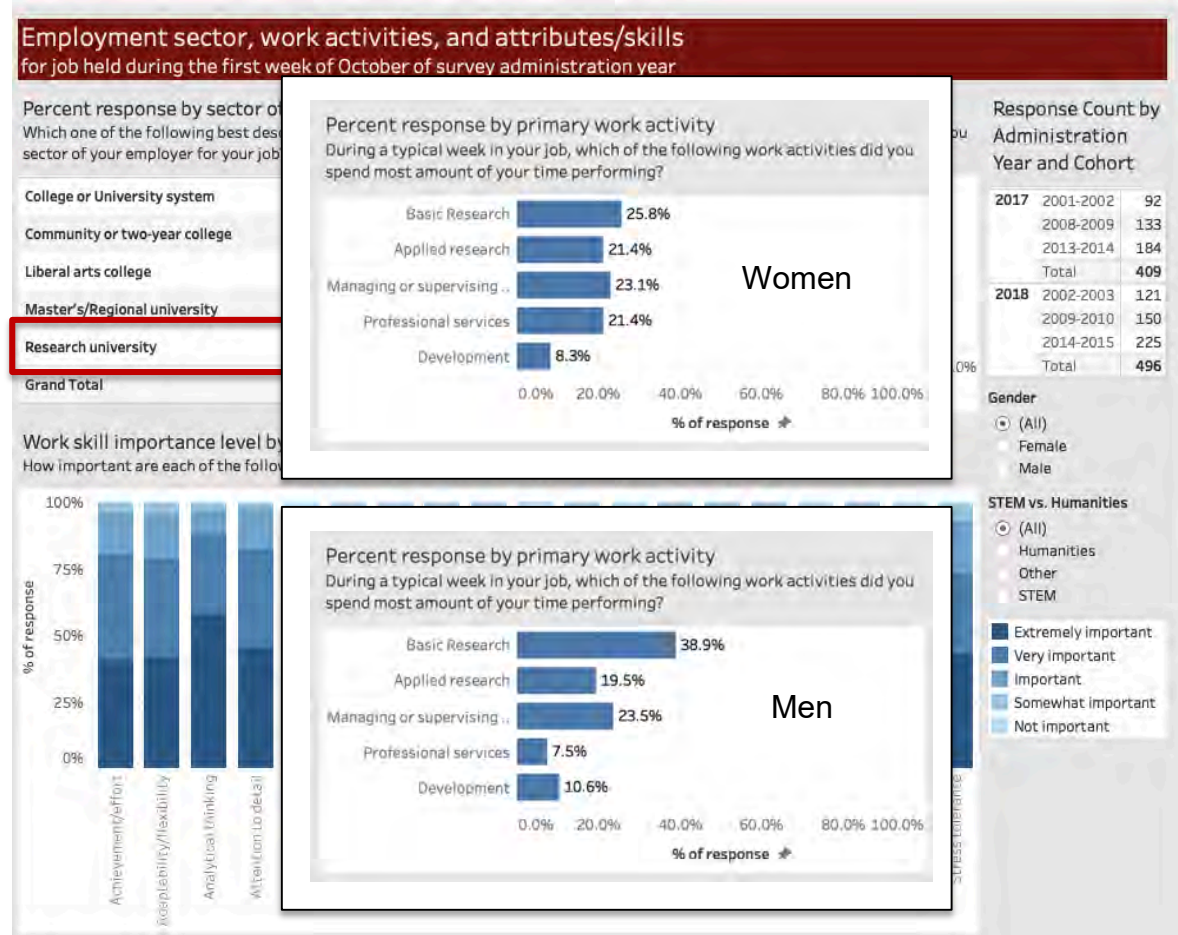
Which one of the following best describes the work sector of your employer?

During a typical week in your job which of the following work activities did you spend at least 10 percent of your time performing?

How important are each of the following attributes/skills in successfully performing your work in your job?



- Most alumni who are employed in the educational sector are at research universities.
- Their work activity is primarily research, applied and basic.
- Risk taking was a relatively unimportant skill.
- Women are more likely to respond that they spend most of their time performing professional services (health care, counseling, student affairs & advising, financial services, legal services) than men.



Example – PhD Experience and Preparation

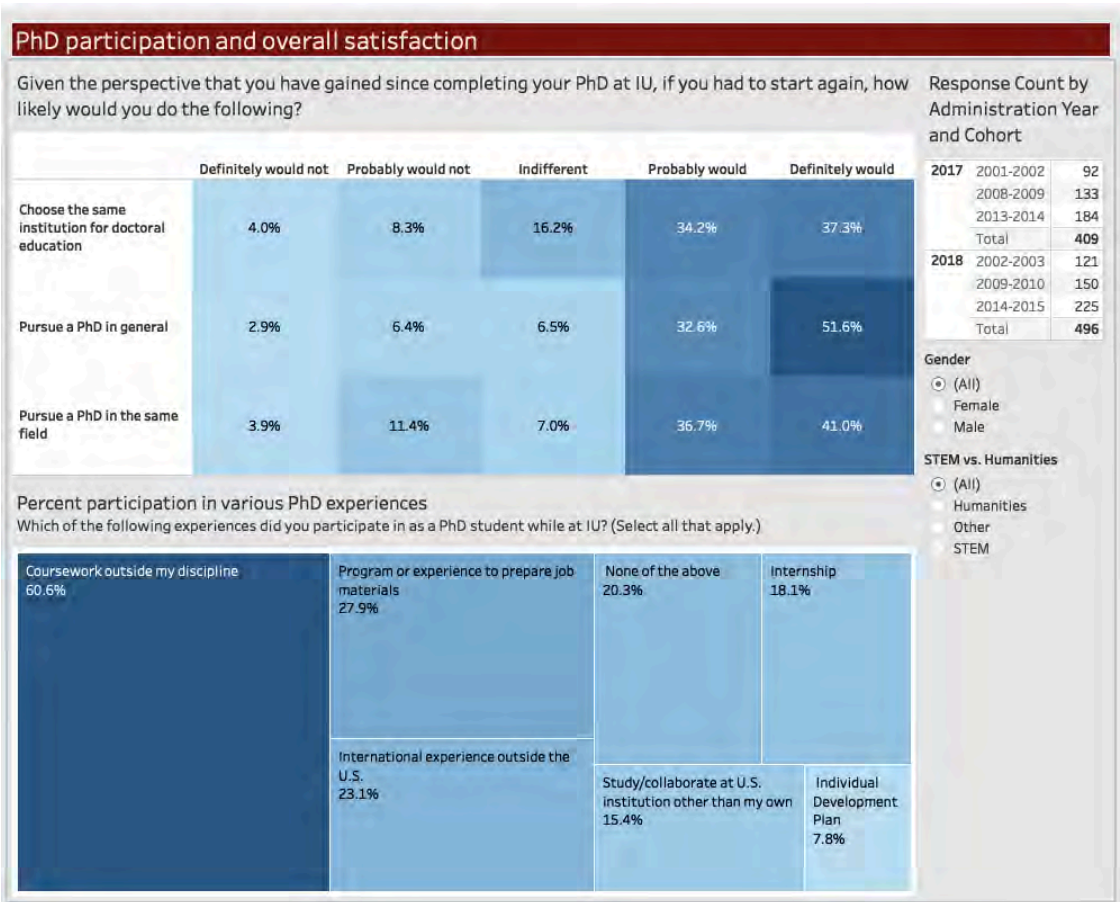
Given the perspective that you have gained since completing your PhD at Indiana University if you had to start again, how likely would you do the following?

How well did your PhD program prepare you in the following knowledge, attributes, and behaviors?



Most graduates had a good experience during their graduate training and would:

- Choose IU again (71.4%)
- Pursue a PhD again (84.2%)
- In the same field (77.7%)



Most students felt that they were:

- Well prepared in research methods, writing, ethics, critical analysis, theoretical and practical understanding
- But felt less well prepared in cultural awareness and interpersonal skills, directing others, communicating to non-experts, and grant writing.

PhD Preparation

How well did your PhD program prepare you in the following knowledge, attributes, and behaviors?



Response Count by Administration Year and Cohort

2017	2001-2002	92
	2008-2009	133
	2013-2014	184
	Total	409
2018	2002-2003	121
	2009-2010	150
	2014-2015	225
	Total	496

Gender

- ☒ (All)
- ☐ Female
- ☐ Male

STEM vs. Humanities

- ☒ (All)
- ☐ Humanities
- ☐ Other
- ☐ STEM

% of response

0.0% 100.0%



CGS PhD Career Pathways – Indiana University Bloomington

Conclusions and Next Steps

Initial Conclusions

1. Responses reveal gender differences in the work activities of alumni in higher education, even though institutional levels are similar.
2. PhD graduates are, for the most part, satisfied that their training has prepared them well for their current position.
3. Alumni feel well prepared in basic research skills, but need better training in communication and in grant writing.



Next steps

1. Analysis of results and comparison to other sources of PhD experience and outcome data (SED, AAUDE, gradSERU).
2. Discussion of results with PhD program leaders and faculty.
3. Programmatic modifications to respond to deficiencies in PhD training.
4. Improve professional and career development opportunities.
5. Increased transparency (AAU, Coalition for Next Generation Life Sciences)



MICHIGAN STATE UNIVERSITY



Illuminating the Path Forward

Thomas D. Jeitschko, Ph.D.
Dean and Associate Provost for Graduate Education





Illuminating the Path Forward

Making the PhD Career Diversity Seen and Celebrated: Campus-based Efforts & Impact of the CGS PhD Career Pathways Project

75th Annual Meeting of the
Midwestern Association of Graduate Schools
March 20–22, 2019
The Ritz-Carlton | St. Louis, Missouri

Thomas D. Jeitschko
Michigan State University



MSU is a recent administrator of the CGS Pathways Survey

- Conducted first alumni survey in fall of 2018 (3, 8, and 15 years post graduation)
- Surveyed humanities disciplines (78 alumni)
 - English
 - History
 - Linguistics and Germanic, Slavic, Asian, and African languages
 - Philosophy
 - Romance and Classical Studies
 - Writing, Rhetoric and American Cultures

MSU Graduate School worked collaboratively to administer the survey

MSU Graduate School

- Identified PhD programs and generated alumni list
- Create and administer Qualtrics survey
- Manage email announcements and communication with participants
- 1 associate dean, 1 staff, 1 graduate assistant

MSU partner departments

- Conduct research to provide alumni contact information
- 6+ graduate program directors

MSU current status

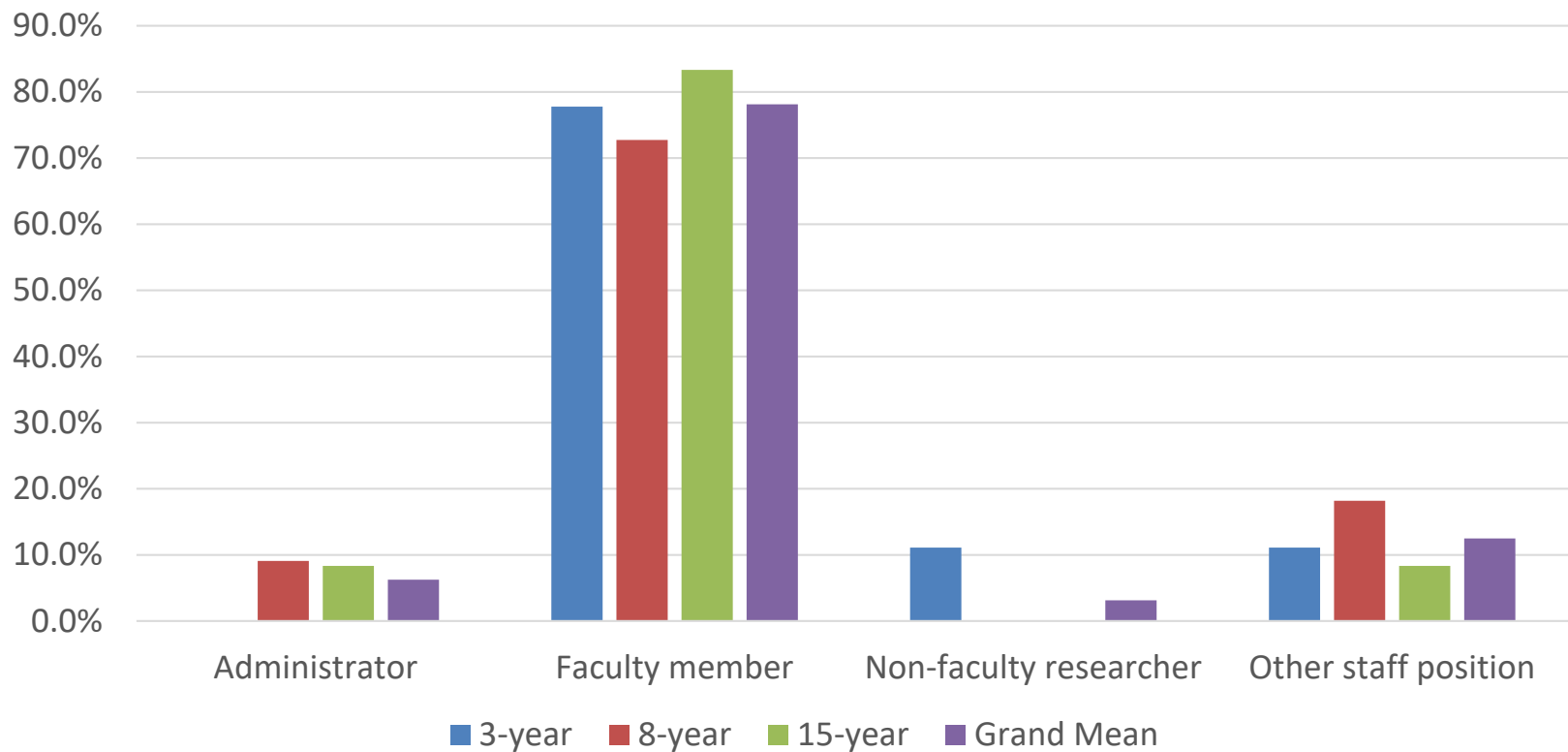
- Analyzing data from fall 2018 alumni survey
- Conducting the complimentary student survey of the same programs (~33% responding; closing April 8)
- Recruiting graduate programs for the fall alumni survey. The fall 2019 survey will expand to STEM disciplines



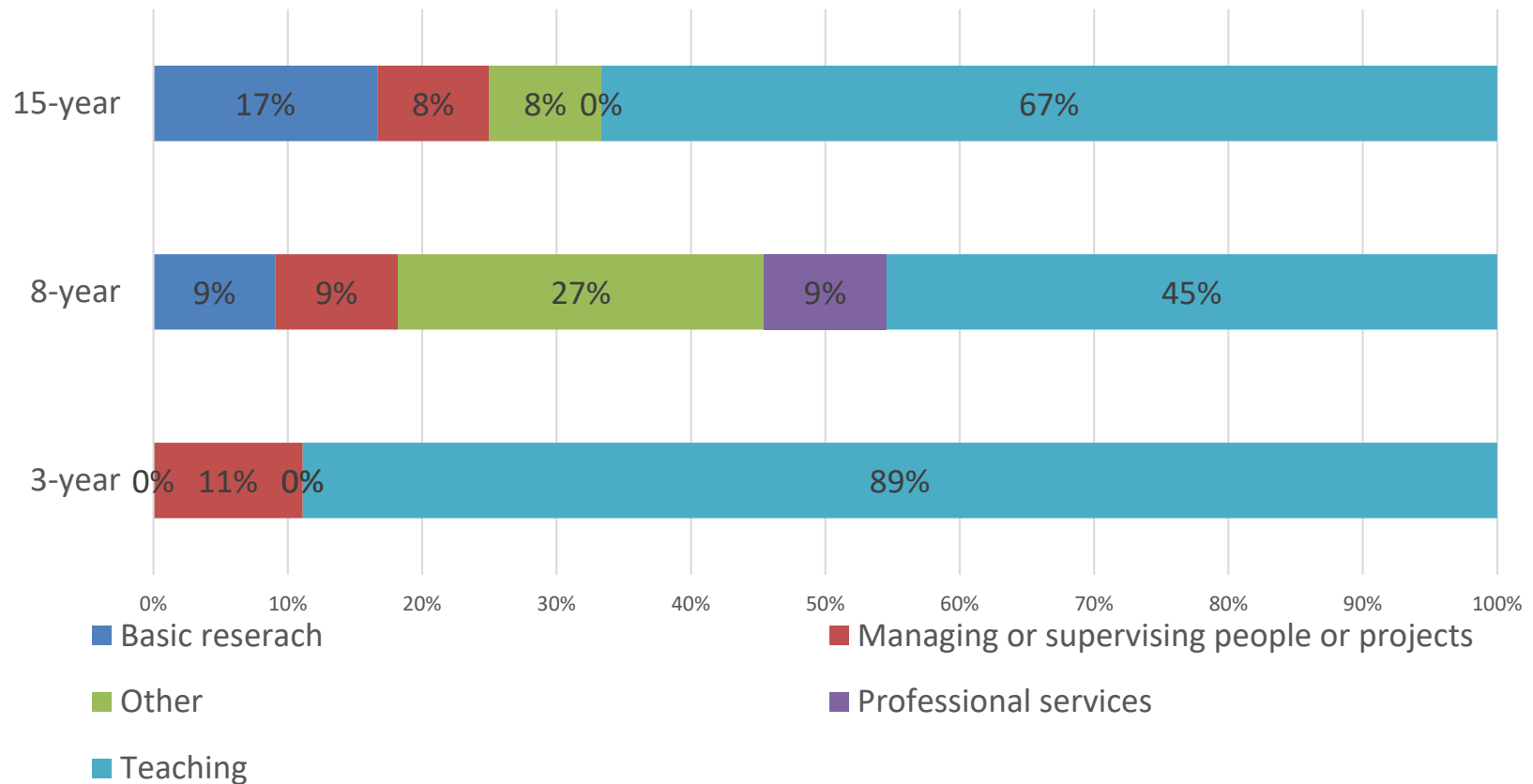
MSU 2018 alumni survey preliminary data

- 45% of alumni responded to survey
- 89% of respondents were in academia. There were four respondents that were not:
 - 2 people with History PhDs work outside academia
 - One in a state or local government (15-year alumni, Senior Grants Officer)
 - One in a NGO (3-year alumni, Associate Director of Networks)
 - 1 person currently unemployed (3-year alumni, Linguistics)
 - 1 person self-reported they were from a cohort we did not sample (i.e., 1998; American History/Black History program)

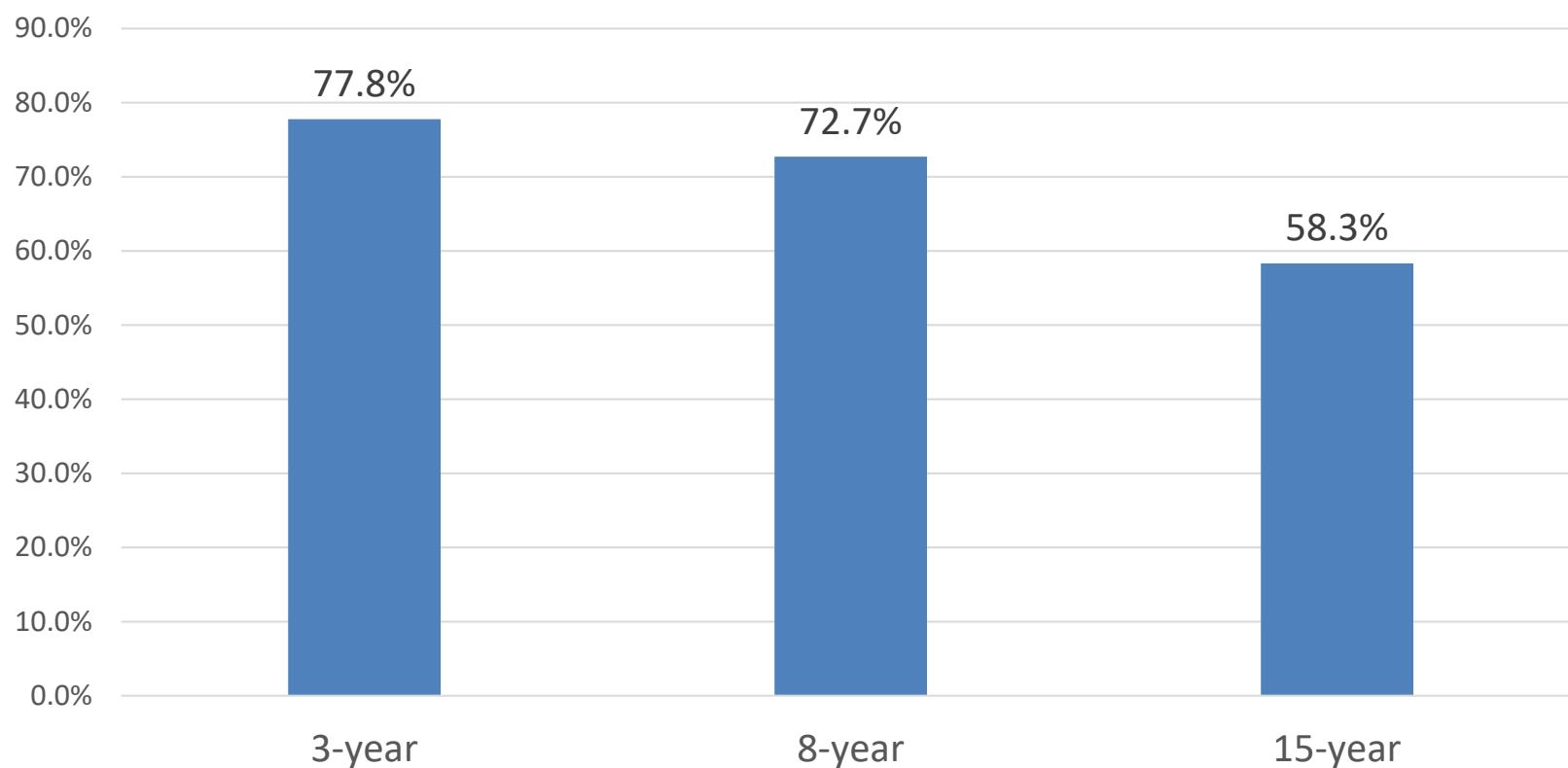
Academic role by cohort (percentage)



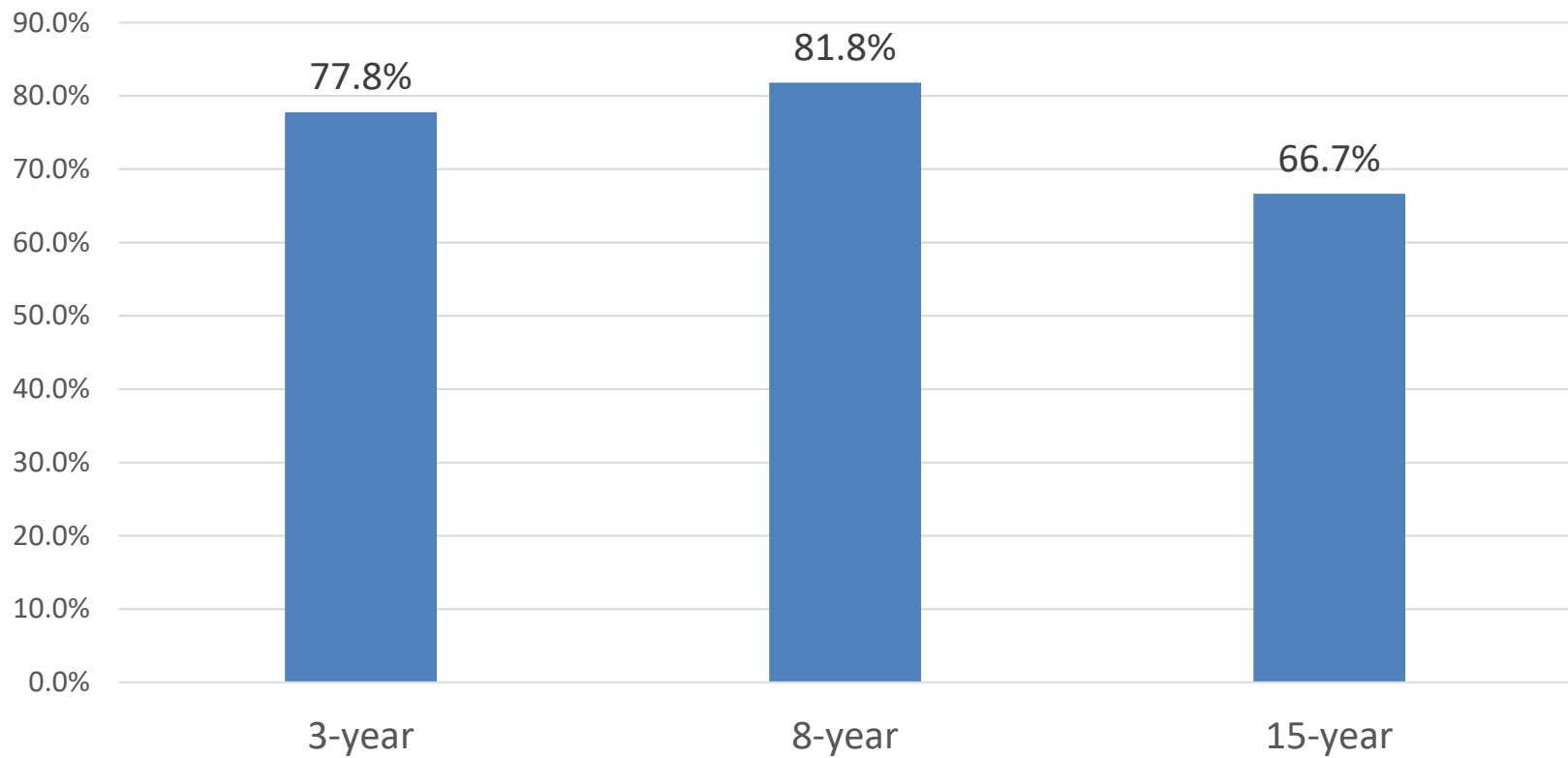
Work activity respondents spend the most time on in their current job



Percentage of people responding "Extremely well" or "Very well" to survey item "**How well did you PhD prepare you for [your current] job?**"



Percent responding "Definitely would" or "Probably would" to survey item "Given the perspective that you have gained since completing your PhD, if you had to start again, how likely would you pursue a PhD in general?"



Looking ahead

- For small programs, how do we share the data without revealing individual identity?
- How do the data inform program improvement? Are responses from 15 years ago relevant?
- Overlap with GradSERU for survey of current students
- We seek opportunities to make these data visible by wide audience so that they see the value and viability of careers with a PhD
 - Collaborate with graduate program directors to share results and develop potential interventions.
 - AAU initiative

MICHIGAN STATE UNIVERSITY



Illuminating the Path Forward



Making the Ph.D. Career Diversity Seen and Celebrated

Campus-based efforts & impact of the CGS Ph.D. Career Pathways
at the University of Notre Dame

Overview

- Introduction
- Who we are
 - University of Notre Dame context
 - Graduate Career Services
- How we convey acceptance of a variety of career paths
 - Leadership and visibility
 - Focus on building relationships
 - Cross-institutional partnerships
 - Sharing what Students and Alumni tell us
- Pathways Integration
 - Infographics, how Pathways makes the above possible

Who we are: University of Notre Dame Context

- The Graduate School
 - Arts & Letters, Engineering, Science, & Keough School of Global Affairs
 - Professional master's programs are also integrated into the Graduate School
 - 66 total programs
 - 35 Doctoral programs
 - 31 Master programs (traditional and professional)
 - There is some overlap (e.g., where students can earn a Master's degree en route to their Ph.D.)
- Students
 - 2,393 actively enrolled degree-seeking students
 - as of March 13, 2019

Graduate Career Services (Timeline)

Ten Year Progression (2009 – 2018)

Data legitimized the growth in the department based on the student engagement and need.

While the job market shifted (especially in academia), institutional support was demonstrated for an increase in GCS services and staff.



Housed in the undergraduate-focused "Career Center"

"Career Center" re-organized, GCS becomes standalone unit, embedded within the Graduate School

Cost-share model introduced (33%-splits amongst DSA, Graduate School and College)

Graduate Career Services (Today)

- Full-time team of 5
- One consultant per College
- Students have the ability to meet 1:1 at their convenience
- Team has dual-reporting structure to the Division of Student Affairs & the Graduate School
 - Allows for increased on-campus exposure & relationship-building with students and campus partners
- Team is one of five departments within the Center for Career Development
 - UCS, GCS, MGBCS, Employer Engagement and Operations/Event Services

Graduate Career Services



Rob Coloney
Director, Graduate Career Services



Elizabeth Loughran, Ph.D.
Graduate Career Consultant, College of Science



Larry Milks
Graduate Career Consultant, College of Engineering



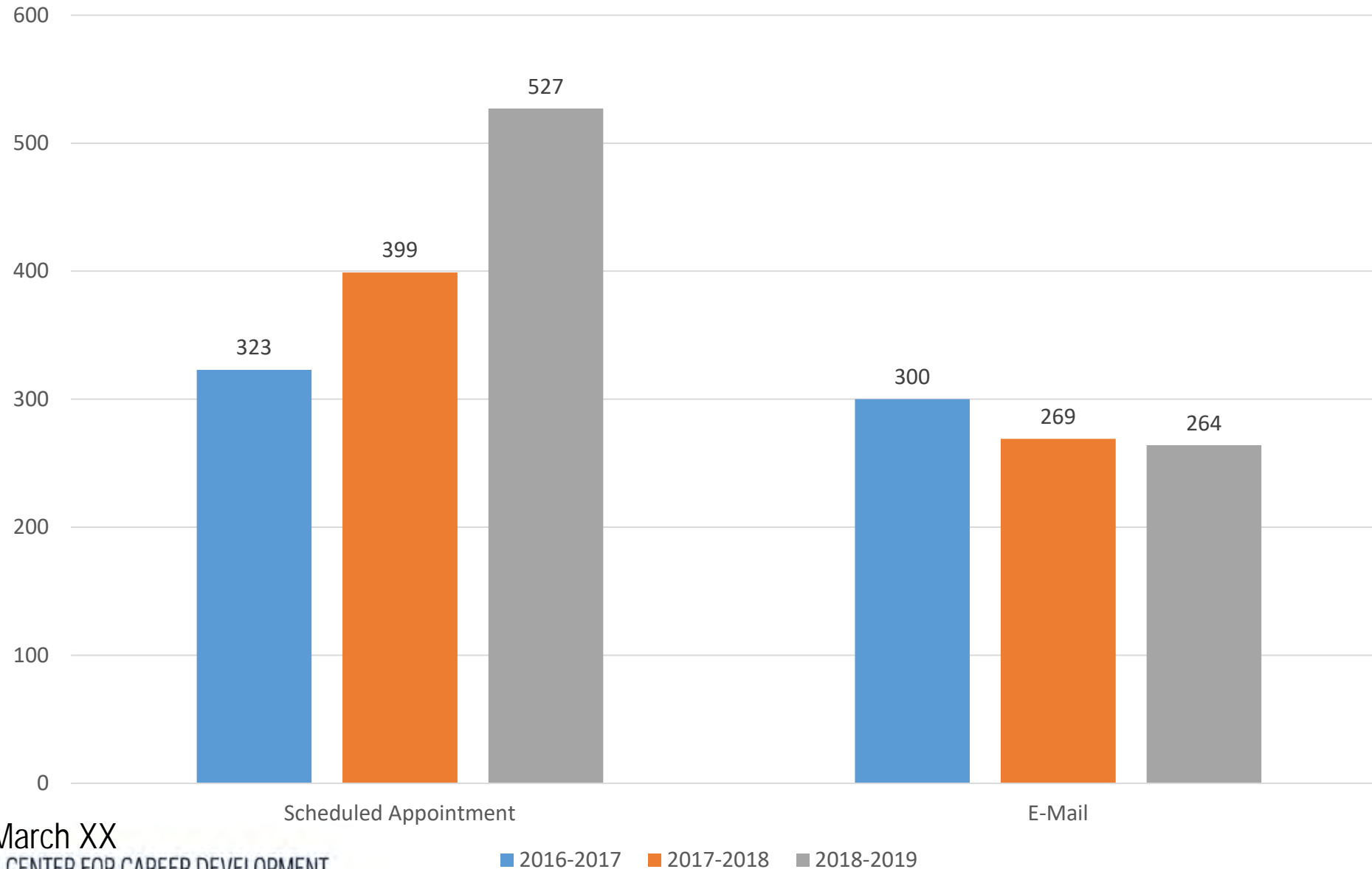
Erik Oswald
Graduate Career Consultant, Professional Master's Programs



Erik Simon
Graduate Career Consultant, College of Arts and Letters (Humanities, Social Sciences, and Arts)

- 5th Floor, Duncan Student Center (west of Notre Dame Stadium)
 - 25,000 square feet & 100-yards
- 36 interview rooms *plus* 11 conference rooms
 - Virtual interview support
- 1,900 square foot training room
- 439 square foot employer lounge

Graduate Career Services (Engagement – Unduplicated)

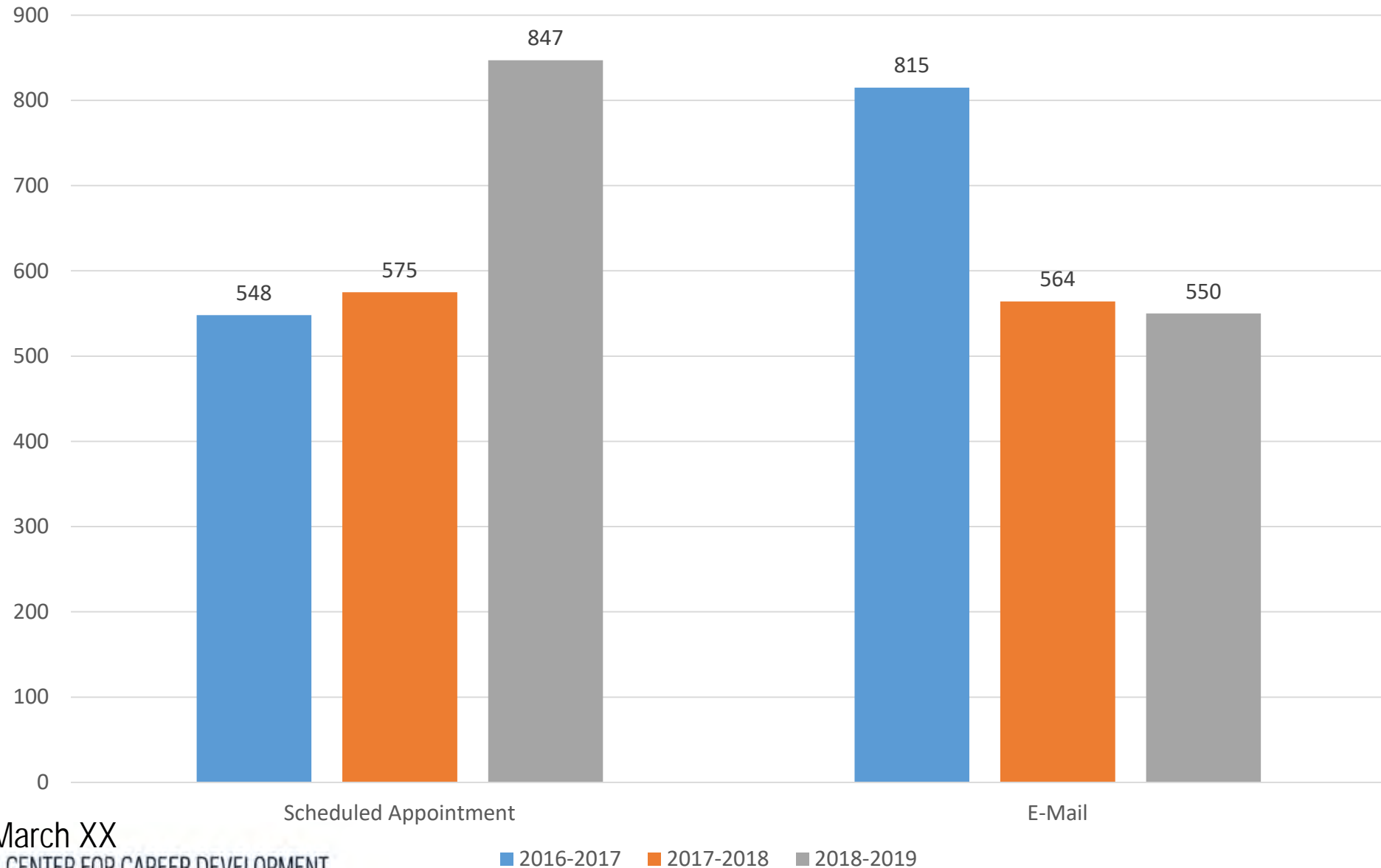


1 July XX – 13 March XX



CENTER FOR CAREER DEVELOPMENT
Graduate Career Services

Graduate Career Services (Engagement – Duplicated)



1 July XX – 13 March XX



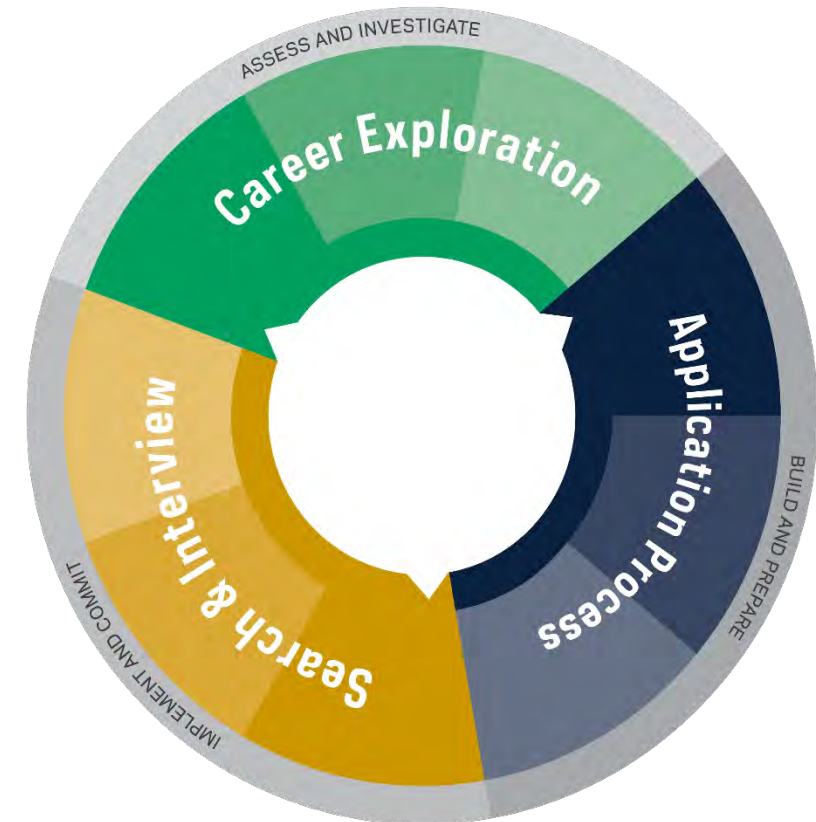
CENTER FOR CAREER DEVELOPMENT
Graduate Career Services

How we convey acceptance of a variety of career paths

- Leadership and visibility
 - Graduate School Commencement Speaker
 - Distinguished Alumni Award
 - Participation in National CGS Pathways Project
 - Graduate Student and Alumni panels for career events

How we convey acceptance of a variety of career paths

- Focus on relationship-building with students
 - Required career consultation in some graduate programs: Years 1, 3, & 5
 - Career discernment approach
 - Supporting, listening, and delivering – events tailored to their interests/needs
 - Yearly events calendar – releasing calendar of programming semester-by-semester to allow for allocation of time for students
 - Educate current students in 1:1 consultations not only where graduates of their programs have gone, but which “top-tier” companies are *currently* hiring for students like them (job description & marketplace education training)
 - Discuss potential career paths via Gantt chart and trajectories over time to tell a holistic story of success and development



How we convey acceptance of a variety of career paths

- Focus on relationship-building with DGS (Directors, Graduate Studies)
 - Data reports
 - Attend recruitment events to build relationships early (Campus Visits)
- Top-Tier Outcome Focus
 - Goal of 50% of outcomes to fit in one bucket:
 - Fortune/Global 500
 - R1
 - Government
 - Not-for-Profit
 - Entrepreneurship and/or Start-Up
 - Identify where we have existing relationships (Employer Engagement), alumni (CGS Pathways & Notre Dame Alumni Association), or where there is student interest (student surveys) and approach specific opportunities by *programas* we as *specific student(s)*.

How we convey acceptance of a variety of career paths

- Focus on relationship-building with Alumni
 - On-site visits (Treks)
 - Internships
 - Communicating specific student stories and value to fit the needs of employers with whom we work
 - IrishCompass
 - University of Notre Dame Development collaboration

How we convey acceptance of a variety of career paths

- Cross-institutional partnerships
- Dual-Reporting Strategic Thinking
 - Division of Student Affairs
 - How are students feeling, engaging, and supporting the mission of the University
 - Graduate School
 - How do we assist in supporting our programs to prepare our students for fulfilling AND “Top-Tier” career opportunities at graduation AND beyond

How we convey acceptance of a variety of career paths

- Finding out what Students and Alumni think:
 - Fall Student Engagement Survey
 - 27 questions, administered annually
 - Tied to student's individual record
 - Student Appointment Satisfaction Survey
 - 12 questions, administered after each 1:1 appointment
 - Anonymous (with optional follow-up opportunities)
 - CGS Pathways Survey (2nd, 5th year students; 3/8/15 years out alumni)
 - Communications share information about skills applying across career paths

Graduate Career Services (Tactics) – CGS Pathways Integration

- Handouts (4)
 - Please review the handouts by discipline, highlighting the CGS Pathways results
 - Areas of specific note:
 - ND Survey Response Rate
 - Career Preparation for Diverse Job Sectors
 - Career Preparation
 - Career Skills and Attributes



UNIVERSITY OF
NOTRE DAME

CENTER FOR CAREER DEVELOPMENT
Graduate Career Services

Introductions

Rebeca Villegas, Dual Degree M.S./M.U.R.P. Candidate, School for Environment and Sustainability & Taubman College of Architecture and Urban Planning, University of Michigan

Deborah Willis, Ph.D., Program Manager, Professional & Academic Development, Rackham Graduate School, University of Michigan

Ethriam Brammer, Ph.D., Assistant Dean, DEI Implementation Lead, Rackham Graduate School, University of Michigan



Territorial Acknowledgment

We would like to acknowledge that our conference is taking place on lands located on the traditional, ancestral, and unceded territory of the Missouri and Osage tribes, as well as the Illini Confederacy, which includes the Cahokia, Kaskaskia, Michigamea, Moingwena, Peoria, Tamaroa nations.

We thank the Missouri and Illini people who have stewarded this land throughout the generations.



The Invisible Tax

Ethriam Brammer, Ph.D., Assistant Dean, DEI Implementation Lead, Rackham Graduate School, University of Michigan



What are some examples of the "invisible tax" ?

“The Invisible Tax”

John King, U.S. Secretary of Education, coined the phrase in an Op-Ed written for the *Washington Post* in 2016.

The additional responsibility imposed on teachers of color when “they are the only or one of only a few nonwhite male educators in the building” and they are “expected to serve as school disciplinarians on the assumption that they can better relate to African American boys with behavior issues;” when “they have to be on high alert to prepare their students for racism outside of school”; when they “are seen as the experts on any question of cultural diversity;” or, when they must “[build] and [maintain] relationships with students across an entire school” to help students who “have serious needs beyond what any individual teacher can remedy.”

These added duties take “a toll on teacher’s time” and can “lead to burn out” and ultimately can lead to teachers of color “leaving the profession more quickly than white teachers.”



Examples of “The Invisible Tax”

- Being the only or one of only a few nonwhite educators in the building
- Serving as school disciplinarians on the assumption that they can better relate to African American boys
- Preparing students for racism outside of school
- Being seen as the experts on any question of cultural diversity
- Building and maintaining relationships with students across an entire school
- Helping students who have serious needs beyond what any individual teacher can remedy



Examples of “The Invisible Tax”

- Tokenized committee service
- Student organization advising
- Staff and faculty professional organization leadership
- Peer mentorship and advising
- Research and scholarship discounted for exploring underrepresented communities
- Forced to choose between educational and career milestones and advancing campus diversity
- Diversity recruitment and retention efforts
- Social marginalization and isolation
- Enduring microaggressions and overt discrimination
- Enduring exclusion, invisibility, and silencing behaviors
- Lack of role models and mentors
- Imposter syndrome
- Code switching

“The Invisible Tax”: Faculty

Diggs, G. A., Garrison-Wade, D. F., Estrada, D., & Galindo, R. (2009). Smiling faces and colored spaces: The experiences of faculty of color pursuing tenure in the academy. *The Urban Review*, 41: 312-333.

Gregory, S. T. (2001). Black faculty women in the academy: History, status and future. *Journal of Negro Education*, 70(3), 124-138.

Stanley, C. A. (2006). *Faculty of color: Teaching in predominately white colleges and universities*. Bolton, MA: Anker Publishing Company, Inc.

Thomas, G. D., & Hollenshead, C. (2001). Resisting from the margins: The coping strategies of black women and other women of color faculty members at a research university. *Journal of Negro Education*, 70(3), 166-175.

Verugo, R. R. (2003). Discrimination and merit in higher education: The Hispanic professoriate. In L. Jones & J. Castellanos (Eds.), *The majority in the minority: Retaining Latina/o faculty, administrators, and students in the 21st century* (pp. 241-254). Sterling, VA: Stylus Books.

“The Invisible Tax”: Grad Students

González, J. C. (2006). Academic socialization experiences of Latina doctoral students: A qualitative understanding of support systems that aid and challenges that hinder the process. *Journal of Hispanic Higher Education*, 5(4), 347-365.

Turner, C., & Thompson, J. (1993). Socializing women doctoral students: Minority and majority experiences. *Review of Higher Education*, 16(3), 355–370.

Valadez, J. (1998). The social dynamics of mentoring in graduate education: A case study of African American students and their graduate advisors. In H. T. Frierson (Ed.), *Mentoring and diversity in higher education* (Vol. 2). Greenwich, CT: JAI Press.

“The Invisible Tax”

The burden imposed on students, staff, and faculty from underrepresented backgrounds when obliged to take on additional duties or provide additional services, which are not equitably required of their peers, and which are often uncompensated and come at significant personal and professional cost to the individual.



Historical Context

Deborah Willis, Ph.D., Program Manager, Professional & Academic Development,
Rackham Graduate School, University of Michigan



History

Students make it happen!

Rich history of student advocacy at U-M

- Creation of the Center of African American Studies (CAAS) now DAAS
- William Trotter House
- Official recognition of MLK Day on Campus. Now largest Celebration in the country.



GEO Advocacy

Graduate Employees Organization (GEO)

- Concerns with unpaid labor on behalf of marginalized identities
- Critiques rushed efforts to submit DEI strategic plans
- Sit-ins, petitions, and student advocacy



Aaron Baker, Michigan Daily



RACKHAM GRADUATE SCHOOL
UNIVERSITY OF MICHIGAN

Graduate Students Unite



Olivia Stillman/Michigan Daily



RACKHAM GRADUATE SCHOOL
UNIVERSITY OF MICHIGAN

GEO Advocacy

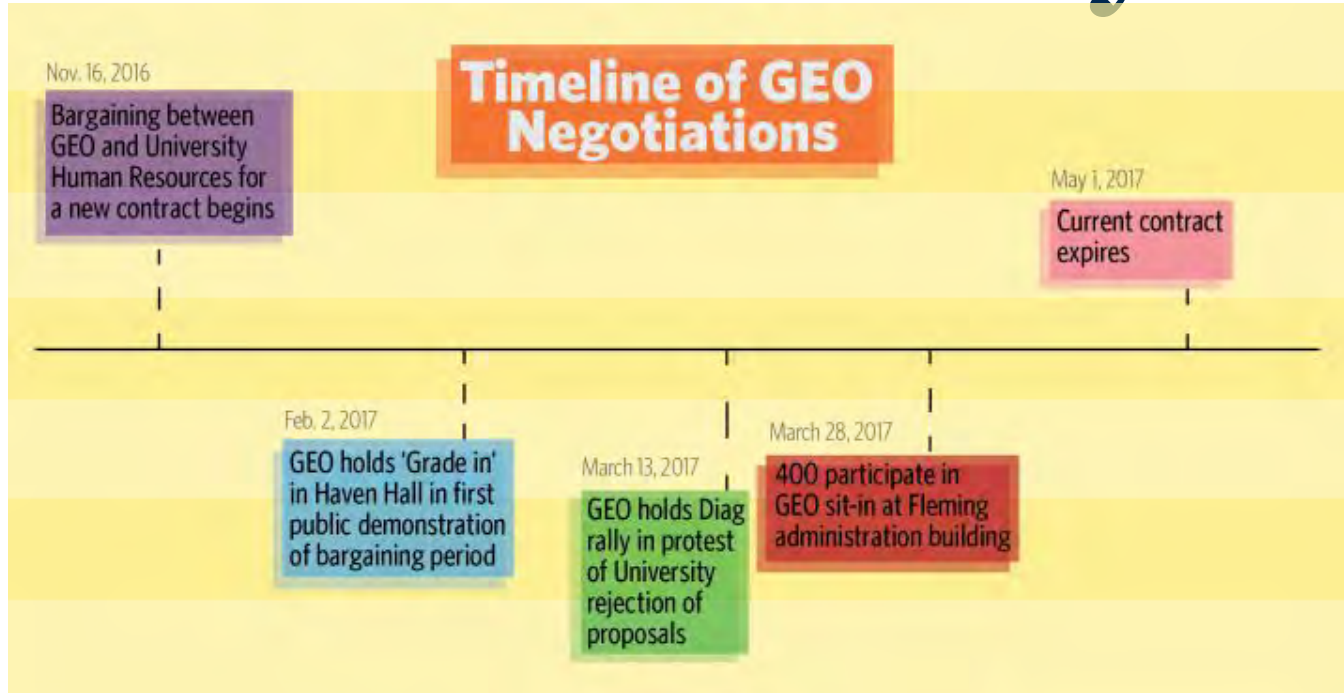
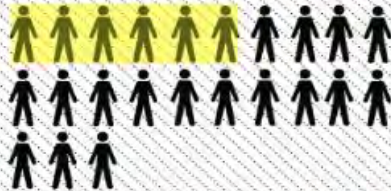


Illustration by Ava Weiner/Michigan Daily

GEO Impact

There are currently 46,002 students at U of M

GEO called for **23** DEI undergraduate student staff assistants



\$85 million has been budgeted to the DEI plan



There are currently **6** DEI GSSAs employed

DEI GSSAs are paid **\$9868** a semester

Olivia Stillman/Michigan Daily

Structure

- Six positions campus-wide supported by the Office of Diversity, Equity and Inclusion (a unit of the Provost)
 - Yearly RFP competition across U-M, administered by Rackham
 - Funding is awarded based on need and merit
- Positions are posted on U-M Career page to reach broad audience

Schools & Colleges

Year One

- College of Literature, Science, and the Arts (LSA)
- Rackham Graduate School
- School of Education
- School of Nursing
- School of Public Health
- School of Social Work

Year Two

- College of Architecture and Urban Planning
- College of Literature, Science, and the Arts (LSA)
- College of Pharmacy
- Medical School
- School of Dentistry
- School of Social Work



Schools & Colleges

Year Three (just awarded)

- College of Architecture and Urban Planning
- College of Literature, Science, and the Arts
- School of Dentistry
- School of Kinesiology
- School of Public Health
- School of Nursing



10 of the 19 Schools & Colleges
have been awarded a DEI GSSA

Impact: Departments have
funded their own DEI GSSAs



Supervisor Experience

Developed our own “community” for support and ideas about:

- GSSA Experience & Recognition
- GSSA Professional Development
- Challenges
- How to encourage the college incorporate GSSS in budget
- How to make an impact for school/college



Insights from a DEI GSSA

Rebeca Villegas, Dual Degree M.S./M.U.R.P. Candidate, School for Environment and Sustainability & Taubman College of Architecture and Urban Planning, University of Michigan



Benefits

- Opportunity for **professional development** and personal growth
- Structure, accountability, and **metrics** for progress
- Ability to funnel **passion** in a constructive manner
 - **Impact** on student body
 - Community building
- Financial security
 - First-generation students and people of the global majority



Personal Experience

- Student advocate and leader in a predominantly white institution
- Former DEI Integration Program Lead at the National Wildlife Federation



Graduate Student Staff Assistant for Rackham Graduate School

- Develop and facilitate workshops
- Manage the PD DEI Certificate Program
- Support program participants



Impact



RACKHAM PROFESSIONAL DEVELOPMENT
**DIVERSITY, EQUITY, AND
INCLUSION CERTIFICATE**

2017

- Launched program with a inaugural cohort of **174 participants**
- **41** program certificate recipients
- As a group, participants began in **minimization** and progressed ~73% towards the **acceptance** stage



2018

- Received **140 applications** in 2018
- Currently **216 active participants**

Lessons Learned

1. Projects or expectations that are not purely administrative
2. Open communication between supervisor and supervisee
3. Similar expectations across positions

Best Practices

1. Community building among DEI GSSA cohort
2. Opportunities for professional development and co-creation
3. Collect metrics and insight from former GSSAs and supervisors



“ *At a time when colleges are struggling to address hate crimes and racial tension on campus, the creation of highly paid student positions to do work that combats bias and discrimination is a novel solution. Now more than ever, we need to be paying attention to how we are valuing diversity labor.* ”

-- DEI Committee GEO

Questions

