MAGS

An affiliate of the Council of Graduate Schools

79th Annual Meeting
Midwestern Association of Graduate Schools

Great Expectations:
Graduate Education in a Changing World

March 29–31, 2023

**Doubletree by Hilton Hotel Chicago—Magnificent Mile
Chicago, Illinois**

mags-net.org

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Event ID: MAGS 2023conference

79th Annual Meeting of the Midwestern Association of Graduate Schools

An affiliate of the Council of Graduate Schools

WEDNESDAY, MARCH 29, 2023

8 a.m.–5 p.m. — **Registration** — **LaSalle Foyer**

9–11:30 a.m. — **New Graduate Administrators Workshop** — **Huron**
- *David Daleke, Vice Provost for Graduate Education and Health Sciences, Indiana University, Bloomington*
- *Julie J. Masterson, MAGS Past Chair; Associate Provost and Dean of the Graduate College, Missouri State University*

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). *(Please note: Additional registration is required)*

10–11 a.m. — **Executive Committee Meeting** — **St. Clair**

11:30 a.m.–1 p.m. — **New Graduate Administrators & Executive Committee Luncheon** — **Superior I**
(Please note: Additional registration is required)

1–1:15 p.m. — **Welcome to MAGS Conference** — **LaSalle Ballroom**
- *Kerry Wilks, MAGS Chair & Dean of the Graduate School and Associate Vice President of International Affairs, Northern Illinois University*

1:15–2:30 p.m. — **Future Students, Future Careers: An Update on CGS Initiatives** — **LaSalle Ballroom**
- *Suzanne Ortega, President, Council of Graduate Schools*

2:30–2:45 p.m. — **Exhibitor Highlights** — **LaSalle Ballroom**
- *Introduction: Jennifer Ziegler, MAGS Secretary-Treasurer*

2:45–3:15 p.m. — **Break: Sponsored by Illinois State University** — **LaSalle Ballroom**

3:15–4:15 p.m. — **CONCURRENT SESSIONS I**

Redesigning Graduate School Student Service Models to Meet Changing Student Needs — State I
- *Alexis Thompson, Associate Dean for Student Success, University of Illinois Urbana-Champaign*
- *Allison McKinney, Assistant Dean for Academic Affairs, University of Illinois Urbana-Champaign*
- *Derek Attig, Assistant Dean for Career and Professional Development, University of Illinois Urbana-Champaign*

New cohorts of graduate students—including both an increasing population of online students and those whose educational experiences have been significantly shaped by the pandemic—bring with them different preferences for how they engage with programming and academic offices. Building off tools developed during the pandemic, our institutions and staff have adopted and become proficient in new technologies and approaches for engagement. Bringing these together, graduate schools have an opportunity to reflect on emerging service and program delivery models, but unpredictable and uneven uptake of services across different modes presents challenges for program planning, resource allocation, and marketing.At the University of Illinois Urbana-Champaign, we have recently embarked on a redesign of our student service and programming models to better meet the current and emerging needs of students and staff. We have launched a cross-trained and cross-functional team to provide "one-stop" advising for graduate students and campus contacts. This centralized service approach allows us to provide a wider range of interaction types (email, chat, phone, virtual and in-person appointments) with more timely and complete responses. We have engaged with student representatives to explore student preferences for modes and technologies. Our student programming and advising models incorporate a range of modes (virtual, hybrid and in-person) tailored to the needs of students and the specific objectives of each program.During this session, we will present our approaches to redesigning and implementing our service models and provide opportunities for participants to share promising practices from their institutions.

Investing in Our Students: Fostering Cross-Disciplinary Connection and Diverse Learner Engagement to Meet Modern Student Expectations — Huron
- *Pieter DeHart, Associate Vice Chancellor for Graduate Studies and Research, University of Wisconsin-Green Bay*
- *Marci Hoffman, Graduate Programs Manager, University of Wisconsin-Green Bay*

As we emerge from the vast disruption of the past few years, society is reassessing its priorities, including those in graduate education. Graduate students, in particular, seem particularly interested in finding meaningful ways to connect, contribute, and participate in their education, and to readily engage this process it demands that universities respond or risk disengaging their audience. Now is the perfect time to assess and invest in diverse experiences, representative groups, and outreach specific to graduate students and alumni. From cross-departmental (and inter-institutional) collaborations to graduate student councils and happy hours, schools across the Midwest have found ways to not only enhance the student experience, but to make existing opportunities more inclusive and welcoming to diverse students across their institutions. This facilitated discussion will explore some of the ways that support for the graduate student experience has changed, been implemented, grown, and supported in light of this new reality, and some new ways to ensure we meet or exceed expectations into the future. Presenters will share specific activities implemented and lessons learned to move productively forward at their home institution, and engage the audience to share the varied experiences and advice at other institutions.

Sending Out an SOS: Serving Those Who Serve Graduate Students — State II
- *Sara Pettit, Academic Affairs Coordinator, The University of Iowa*
- *Heidi Arbisi-Kelm, Assistant Dean for Academic Affairs, The University of Iowa*

The University of Iowa Graduate College is an information hub for faculty and staff in the over 100 programs represented by the degrees we confer. In turn, these dedicated departmental personnel are responsible for relaying copious amounts of information to their stakeholders. Tasked with responding to faculty and student questions on admissions, enrollment, academic policy, research ethics, professional development, and wellness (among much more), what happens when they don't know the answer?

While much of the needed information exists, too often, it is littered across numerous campus websites or buried deep in the institutional memory of a single individual. In the rapidly changing graduate education landscape, we asked, "How can we better serve the informational needs of those who serve graduate students?" The SOS sent up by stakeholders in a post-COVID world made it clear that an on-demand resource capable of providing rapid, equitable, and consistent answers and best practice guidance was needed. To accomplish this, we turned to our course management system, which allowed us to quickly create flexible modules on topics vital to the daily success of our stakeholders. This information repository has streamlined our communications and outreach efforts, reduced incoming emails, and more effectively connected graduate administrators with the information they seek. While we may not have saved any sinking ships with its rollout, the overwhelming response from graduate administrators can nonetheless be characterized as one of relief and rescue. Our resource is adaptable, comprehensive, and highly customized for graduate education.

In this session, we will discuss its creation, structure, and maintenance, as well as engage participants in conversation about replicating something similar on their campus.

4:30–5:30 p.m.	**CONCURRENT SESSIONS II**	
	The Graduate Career Landscape: Changing Patterns, Changing Needs	**State I**

- *Julie Rojewski, Director, Graduate School, Michigan State University*
- *Elysse Longiotti, Associate Director of Student Career Advising, Northwestern University*
- *Jennifer Teitle, Assistant Dean for Graduate Student Professional Development, University of Iowa*

In this session, panelists from different universities share how a convergence of factors—a rapidly evolving job market, changing student needs, and the COVID pandemic—continue to influence how universities design programs and services to support the career and professional development needs of graduate students. The panelists will review institutional data from their own campuses, as well as best practices gleaned from other campuses who have found ways to innovate and evolve to respond to changing circumstances. Of particular relevance is how best to respond to student expectations for supports in this area. How do we support students in their global job search when trends in immigration and remote work shape opportunities in new ways? How do graduate school leaders partner with faculty mentors to initiate and support career conversation and exploration? What programs and services have proven to best serve the needs of students, the goals of their mentors, and the resources available to campus leaders?

From Baby Boomers to Gen Z: How to "Click" with Graduate Students   **Huron**
- *Nicole Lounsbery, Director, Graduate School, South Dakota State University*
- *Kristen Kponyoh, Assistant Director, Graduate School, South Dakota State University*

As universities and colleges struggle with enrollment decline amid a global pandemic and shift to remote learning, it is now more critical than ever to connect and engage with students. In order to do this, we need to implement new and varied ways of communicating that mimic how students actually receive their information. Data shows that 89% of Gen Z-ers use YouTube, 74% use Instagram, and 68% use Snapchat on a weekly basis. Additionally, current statistics reveal that every generation checks YouTube at least once a week, even 52% of Baby Boomers; making it the only platform that has such an immense reach to a wide variety of age groups. It is becoming increasingly clear that people would rather watch a video than read written language. The SDSU Graduate School has utilized this information and implemented it into their communication plans geared toward both prospective and current graduate students. During this presentation, we will share statistics and real-world examples of why the shift from plain text to video messaging is crucial to the success of graduate student recruitment and retention. Additionally, we will engage audience members in an open dialogue about what the SDSU Graduate School is doing to reach students, discuss what is being done on other campuses, and brainstorm strategic methods to boost student engagement through various media platforms.

Change Management and Strategic Planning in Graduate Education   **State II**
- *Manfred Van Dulmen, Senior Associate Provost & Dean Graduate College, Kent State University*
- *Angela Pool-Funai, Assistant Provost for Academic Programs; Dean of the Graduate School and Office of Scholarship & Sponsored Projects, Fort Hays State University*
- *Julie Masterson, Associate Provost & Dean of the Graduate College, Missouri State University*

Institutes of higher education, including graduate education units, are undergoing significant change as a result of both organizational (e.g., the great resignation, reorganizations, budget cuts) and student (e.g. shifts in what is needed to support graduate student success, e.g., increased mental health needs; increased demand and need for professional development, preparation for non-academic jobs students in doctoral programs) factors. Effective change management is essential to the operation of graduate schools and colleges. The panel will discuss change management and strategic planning in the organization and administration of graduate education. Panelists will provide case study examples of change management and strategic planning at their own institution including successes, failures, and lessons learned. This session will provide ample opportunity for audience members to engage in conversation with the panelists about how we can best support graduate student success during times of significant organizational change.

6–8:30 p.m.	**BANQUET**	**LaSalle Ballroom**

MAGS/ProQuest Distinguished Master's Thesis Award
- *Award presented by Alison Thompson, Product Manager, ProQuest Dissertations, ProQuest/Clarivate*

Excellence in Innovation Award

Excellence in Teaching Award

THURSDAY, MARCH 30, 2023

7:30 a.m.–5 p.m.	**Registration**	**LaSalle Foyer**
7:30–8:30 a.m.	**Breakfast, sponsored by The Center for Graduate Career Success**	**LaSalle Ballroom**
	Scaling Career Support to Prepare More Graduate Students for Career and Job Search Success	

- *Maren Wood, Director and CEO, The Center for Graduate Career Success*

In research conducted by the Center for Graduate Career Success, 50% of graduate students lacked foundational knowledge about job searching, and over 80% could not confidently communicate the value of their advanced degrees to employers. Although many institutions lack the necessary resources to provide tailored career support to graduate students, the long-term financial future and reputation of graduate programs depend on alumni career success. When alumni struggle to build careers, they blame their institution and doubt the value of their advanced degrees. This presentation will discuss the challenges master's and doctoral students face when building careers, and how the Center partners with 45+ graduate schools to prepare students for career success.

8:45–10:30 a.m.	**PLENARY SESSION II**	**LaSalle Ballroom**
	Introduction	

- *Carrianne Hayslett, MAGS Chair Elect; Associate Dean, Marquette University*

Graduate School Building a Better Graduate Education: Past, Present, and Especially Future
- *Leonard Cassuto, Professor of English, Fordham University*

In "Building a Better Graduate Education: Past, Present, and Especially Future," Leonard Cassuto will assess the post-covid graduate school landscape, including the bumpy road that brought us to this place and the pathways leading forward from it. How might we understand the strengths and weaknesses of the graduate school enterprise in relation to the exigencies of today? How shall we work to make graduate school more student-centered? These are a few of the questions that Cassuto will consider.

10:30–10:50 a.m.	**Break**	**LaSalle Ballroom**
11 a.m.–Noon	**CONCURRENT SESSIONS III**	
	Using Marketing Personas to Better Understand the Changing Expectations of Graduate Learners	**State**

- *Charlotte Bauer, Assistant Dean for Communications and Strategic Planning, University of Illinois Urbana-Champaign*

Like many institutions, the University of Illinois Urbana-Champaign has seen a marked change in graduate education over the past decade. In that time, graduate enrollment has doubled to more than 20,000, and its distribution has shifted in significant ways. Sixty-seven percent are now enrolled in master's programs and 43 percent in online programs. To help us understand the expectations of these new learners, the Graduate College has partnered with our campus' Office of Strategic Marketing and Branding to develop personas. Personas are a semi-fictional representation of a group of customers, commonly used in marketing to understand buyer behavior. Drawing on this practice, we have developed a set of four personas as a starting point to understand broadly their needs and motivations when seeking out and applying to programs and their expectations for their graduate experience. This project has provided insight both for recruiting and for gauging what services and resources are important to each of the personas. In this session, we will share how we went about creating personas, our findings, and how it informs our communications and services.

Transforming the Culture of Graduate Programs through Cross-Generational Mentoring   Huron
- *Melissa F. Baird, Associate Professor of Anthropology, Michigan Technological University*

Graduate programs provide comprehensive theoretical and methodological training to educate future leaders. They spend considerable resources on training students to be successful and seek tenure-track faculty positions in the academy. However, less attention is paid to non-academic career success or preparing graduate students for multiple career pathways. Career and professional development must begin early and be integrated and supported in coursework, experiences, and the program's culture. Engaging students early in career development also contributes to completion and retention.

This paper outlines why the culture of graduate programs must shift to meet this moment. It presents one example of how to prepare students–and use resources that develop skills in mentorship, time and personnel management, and navigating research through the Mentoring Experiences for Graduates (MEG). MEG is a program designed for graduate students to receive experience and credits for supervising undergraduate students on research. Students lead mentoring teams (i.e., graduate mentor, undergraduate mentee, and faculty advisor) on a semester-long research experience. MEG prepares students with the translatable skill sets needed in future academic and non-academic careers.

The Intersection of Graduate Education and Research Integrity: LaSalle Ballroom
Partnering to Improve the Graduate Student Experience
- *James L Mohler, Associate Dean of the Graduate School, Research Integrity Officer and Professor of Computer Graphics, Purdue University*

There are many challenges facing graduate education: student well-being, quality of mentorship and the research climate to name a few. Concurrently institutions are dealing with a dearth of research misconduct cases, grappling with how to deal with detrimental research practices, and trying to address the ever-increasing scrutiny from sponsors. Both graduate education administrators and research compliance officers are trying to find policy approaches to addressing these things, all of which affect graduate students. However, there is often a disconnect between education and compliance at most universities, either real or perceived.

This session will focus on the potential intersection between graduate education and research compliance in addressing these challenges. This contribution will talk about both tactical and strategic ways these university entities can work together around the topic of detrimental research practices – behaviors that may not rise to the level of research misconduct or institutional equity. Most institutions have not even identified what DRPs are, let alone developed policy approaches to addressing them. At a minimum, attendees in this session should get a sense for the range of behaviors classified as a DRP, how they might partner with compliance areas, and possibly some sense of how to address them.

12:15–1:45 p.m.   **LUNCH: Sponsored by Liaison**   **LaSalle Ballroom**

Trends in Graduate Enrollment
- *Ashley Crocker, Associate Vice President, Enrollment Management Solutions, Liaison*
- *Katie Doviak, Associate Vice President, Enrollment Management Solutions, Liaison*
- *Madison Spikes, Associate Vice President, Enrollment Management Solutions, Liaison*

Join us for an interactive engagement as we discuss trends in graduate enrollment across the Midwest, including a live survey to hear from you and your peers on a variety of topics currently top of mind.

Business Meeting
- *MAGS Board*

Attend the MAGS business meeting to hear highlights from the year from the MAGS Executive Committee, including reports from the various MAGS committees. Also help to welcome new MAGS leaders for 2024 as we pass the gavel.

2–3 p.m.   **CONCURRENT SESSIONS IV**
"I Will Walk Alongside You": Mapping the Path to Holistic Graduate Student Support   State
- *Allison C. Roman, Director of Student Support Services, Van Andel Institute Graduate School*

From the moment a graduate student accepts an admissions offer, the possibility for comprehensive and holistic student support begins. Through intentional student support efforts, the Van Andel Institute Graduate School (VAIGS), a biomedical Ph.D. program, has developed and implemented various initiatives and programs that have enhanced the overall student co-curricular experience. In this session, participants will learn about a holistic student support model developed and utilized by our biomedical Ph.D. program that encompasses five different domains: Graduate Student Wellness, Student Belonging & Community Building, Curricular Milestones, Career Advising-Exploration, Planning, & Development, Student Support Resources. Additionally, participants will map out the initiatives, programs, and services at their respective institutions; identify strengths, gaps, and opportunities; and discuss with their colleagues how they are developing and implementing their programming.

The Van Andel Institute Graduate School (VAIGS) is one of about a dozen accredited graduate schools that is part of an independent research institute. By combining rigorous coursework with extensive laboratory experience under the mentorship of VAI's expert faculty, the Graduate School develops scientists to be tomorrow's biomedical research leaders through an intense, problem-focused Ph.D. degree in molecular and cellular biology.

Disrupting Disciplinary Socialization to Find Agency and Community   Huron
- *Katherine Kearns, Assistant Vice Provost for Student Development, Indiana University Bloomington*
- *Trevor Verrot, Graduate Career Coach, Indiana University Bloomington*

As we continue to live in a time of disruption and uncertainty, community building becomes ever more vital in the work that we do as career development professionals. In this session, we explore how dialogue across institutions can support graduate students' sense of agency in their career development. In March 2021, a collaborative four-part online workshop series, "Exploring and Unpacking Post-Ph.D. Career Possibilities," was created by Indiana University, Dalhousie University, and the University of Pittsburgh for the Centre for the Integration of Research, Teaching, and Learning (CIRTL) to help participants identify skills and create a development plan. We launched this series again in March 2022 by adding a research component and built on our lessons learned from the year before. In this presentation, we share our planning process of how we designed the series and share evidence from our pilot study that demonstrates how our program helped to address graduate students' feelings of uncertainty and unpredictability and constricted beliefs of their career possibilities.

GPDs in Threes: Meeting the (Ever-Changing) Needs of Graduate Program Directors   LaSalle Ballroom
- *Carrisa S. Hoelscher, Ph.D., Interim Associate Dean of the Graduate College, Missouri State University*
- *Jerry Masterson, Ph.D., Program Director, Graduate Interdisciplinary Programs, Program Director, Graduate Interdisciplinary Programs, Missouri State University*
- *Rhonda Stanton, Ph.D., Program Director, English, Missouri State University*

Meeting the needs of graduate program directors across vastly different academic units and types of programs is a distinct and complex challenge shared by many graduate schools. This session will detail the efforts of a pilot program at Missouri State University aimed at addressing these needs while empowering program directors to build sustainable networks. The program, "GPDs in Threes," builds small groups of three program directors by academic college and/or type of program (i.e., professional, applied, or research-focused). Groups of three meet with a Graduate College representative once a month to network with one another, offer social and administrative support to each other, and engage in brainstorming sessions to address program-specific problems and challenges. After an initial meeting, pre-reading (e.g., review program data) and action items (e.g., set a helpful boundary this month) are established for subsequent meetings to maintain accountability and help produce ideal outcomes. After detailing the program, we will use this session to provide best practices fo implementing the program, explore ways to expand and adapt the program, and invite attendees to reflect on its usefulness across their respective institutions.

3–3:30 p.m.   **Break**   **LaSalle Ballroom**

3:30–4:30 p.m.

CONCURRENT SESSIONS V
Meeting Graduate Student Career Expectations: **LaSalle Ballroom**
The Humanities Without Walls Graduate Futures Internship Curriculum Project
- *Derek Attig, Assistant Dean for Career and Professional Development, University of Illinois, Urbana-Champaign*
- *Margaret "Maggie" Nettesheim Hoffmann, Associate Director of Career Diversity, Humanities Without Walls and Marquette University*

For nearly a decade, the Humanities Without Walls (HWW) consortium with support from the Mellon Foundation, has supported the adoption of graduate student-centered career and professional development programming addressing the unique needs confronting students committed to the broad application of their research and training. To enhance these efforts, in 2020 the consortium sponsored a collaborative endeavor in partnership between HWW, Marquette University, and the University of Illinois at Urbana-Champaign, to build a portable framework for graduate students participating in career diversity internship experiences. This portable curriculum model prioritized the development of lesson plans that can be specifically tailored to the context of internship opportunities at other universities based upon the duration of their career diversity internship programs and placement site locations. This panel will share the experiences of the designers of this internship curriculum model and evaluate best practices, challenges, and lessons providing support to graduate students enrolled in experiential workplace learning environments.

Discontinuing the GRE in Doctoral Admissions at the University of Michigan: **State**
Permanently Pausing Standardized Testing after COVID
- *Anna Mapp, Ph.D., Associate Dean for Biomedical Sciences, U-M Rackham Graduate School, and Edwin Vedejs Collegiate Professor of Chemistry, U-M Life Sciences Institute, University of Michigan, Rackham Graduate School*
- *Ethriam Cash Brammer, Ph.D., Assistant Dean and DEI Implementation Lead, University of Michigan, Rackham Graduate School*

A contentious debate has been raging for decades about the disproportionately negative effects on diverse communities when standardized tests are used in the college admissions process. Recently, an increasing number of universities have discontinued the use of standardized tests in admissions, most notably the University of California system. This trend was greatly accelerated by the pandemic, which led most institutions to temporarily suspend the use of standardized testing in their evaluation of prospective students. Many of those institutions have made those policy changes permanent after successfully admitting at least two cohorts of academically well prepared students, who were often more diverse than years when standardized tests were still being used. However, due to the distributed nature of graduate admissions, where admissions decisions are typically made by faculty committees within a specific graduate program, there are unique challenges to adopting a campus-wide policy to discontinue the use of standardized tests in graduate admissions. Notwithstanding, in 2021, the University of Michigan Rackham Graduate School successfully achieved this feat and recently announced that it will be discontinuing the use of the Graduate Record Examination (GRE) in admissions across all of its doctoral programs, beginning with the 2023 cohort. This presentation will trace the evolution of Rackham's journey from its initial embrace of holistic admissions, through the broad socialization and adoption of these practices across Rackham graduate programs, finally culminating in the elimination of the use of the GRE in admissions for all Rackham doctoral programs. It will also detail the rationale for the decision, the faculty engagement process leading to the adoption of the policy, as well as the benefits resulting from its implementation.

4:45–5:45 p.m.

BREAKOUT ROOM TAKEOVER – NEW FOR MAGS!
Join us as our sponsors "take over" our breakout rooms. You'll have the opportunity to learn about their products and services while enjoying tasty beverages and snacks. Dive into drinks and data in this alternative reception!

Gray Associates, Inc: **State**
PES-Program Evaluation System: A Live Look at Supercharging Your Decision-making Process
- *Ned Caron, Vice President of Marketing, Gray Associates, Inc.*
- *Juanel Oriach, Director of Customer Success, Gray Associates, Inc.*

Join Gray Associates' VP of Marketing Ned Caron and Director of Customer Success Juanel Oriach, for refreshments and a live look at Gray's Program Evaluation System software. Attendees will receive a brief overview of the Program Evaluation System's data and how it empowers institutions to make data-informed decisions in ways that have benefitted Gray clients, such as Marquette University. Then we will go live into the system, and attendees will have the chance to suggest graduate programs they would like to see scored in PES. We will demonstrate how to look at them individually and compare them to other programs.

RHB, Inc: **LaSalle Ballroom**
Data Governance and Systems Management for Graduate Schools
- *Alex Williams, Senior Vice President for Relationship Development, RHB, Inc.*
- *Domenick Rozzi, Senior Technology Consultant, RHB, Inc.*

Whether your institution currently has a CRM or is considering implementation of one, RHB will provide the groundwork on key decisions and models necessary for future success. While the concept of data governance and systems management is system agnostic, Domenick Rozzi and Alex Williams will articulate factors to consider when building teams focused on technology in centralized and decentralized organizations that leverage Technolutions Slate. Ensuring the right individuals are at the table, setting expectations across the organization and developing a model for system updates and management will enable graduate schools to focus on streamlining the student experience and optimizing capabilities within the CRM while simultaneously ensuring data integrity. Capturing the nuance between graduate program requirements and processes when it comes to recruitment and admissions strategies affords institutions the opportunity to rethink potentially redundant elements in favor of automation, minimizing the manual effort that can be reallocated back to enhancing the student experience.

8–10 a.m.	**Registration**	**LaSalle Foyer**
7:30–8:30 a.m.	**Breakfast**	**LaSalle Ballroom**

8:45–9:45 a.m.	**CONCURRENT SESSIONS VI**	
	Fostering Graduate Student Success through the Academic Communication Practices Certification Track	**State I**

- *Sarah Huffman, Assistant Director of the Center for Communication Excellence, Graduate College, Iowa State University*

At some point in their multi-year journey towards an advanced degree, the average graduate student will find themselves feeling isolated as they struggle to meet the demands of coursework and research, navigate the complexities of advanced communication situations, and perform requisite responsibilities associated with assistantships or funding. It is well established that support resources, be they institutionalized or personal, aid significantly in bolstering graduate student retention, a healthy work/life balance, and overall happiness. To address this need, the Center for Communication Excellence (CCE) of the Graduate College at Iowa State University has devised the Academic Communication Practices (AcComP) Certification Track, a program that supplies graduate students with longitudinal support, from recruitment through degree completion, with a focus on enhancing academic communication development and meeting Graduate College dissertation/thesis requirements. Upon completion of an onboarding intake event during which students submit a baseline writing sample, enrolled AcComP participants receive CCE consultant-generated feedback on their compositions. They also receive a tailored plan to foster the development of their written, oral, and digital communication skills and match anticipated steps and milestones in their graduate programs. Future AcComP Track cohorts will take credit-based courses to introduce such topics as the Graduate College Handbook, selection of major professors, and Institutional Review Board standards. As they take advantage of precise academic communication support programming at dedicated phases of their graduate programs and learn Graduate College dissertation/thesis requirements, students are set up for success as communicators, scholars, and researchers from the onset of their graduate school careers.

How to Build a University-Wide Interdisciplinary Doctorate Program with Few Resources	**Huron**

- *Christine Byrd-Jacobs, Dean, Graduate College, Western Michigan University*
- *Malia Roberts, Interim Senior Director, Graduate College, Western Michigan University*

The Graduate College of Western Michigan University developed an Interdisciplinary Studies Doctorate program designed for students with interests that are broader than any single discipline and whose unique needs cannot be met by our graduate program offerings. This is essentially a self-designed curriculum, where the student has the responsibility to create a plan of study, in consultation with the faculty from two or more graduate programs who serve as the dissertation committee. The focus of the program is to produce scholars who develop skills that allow them to use innovative approaches to problem solving. The program has been administered by the Graduate College, and it relies heavily on the cooperation of academic departments and colleges since we do not offer any courses or employ any faculty. It was never envisioned to be a common choice for students, since our first priority is to support established programs, but it was meant to offer flexibility to students with interests outside existing academic boundaries. The program has been well received and has strong enrollment, even without recruiting or marketing efforts. There has been particular interest from departments that do not offer a doctoral program and from students with creative disciplinary combinations.

This session will outline the steps to establishing a university-wide interdisciplinary program housed in a Graduate College that requires little to no resources. We will identify our successes and share the potential pitfalls to creating a program that promotes a multidisciplinary approach across colleges.

Tailoring Learning to the Graduate Learner Through Competency-Based Education	**State II**

- *Joy Henrich, Assistant Vice President, Graduate Education - Rasmussen University*

Understanding the needs of today's graduate student is critical in tailoring learning experiences to meet their needs. Offering innovative, flexible graduate programs with rigorous curricula that teach the content and skills needed in today's workforce can be a daunting task. With innovation comes change. Changes to the learning model as well as throughout the framework of students' support systems are required. Graduate students have demonstrated previous academic success in their undergraduate programs and often bring strong work and life experience to the graduate-level classroom. The competency-based education (CBE) modality serves the needs of the graduate-level learner by allowing them to leverage their experience and demonstrate what they already know and can do. The CBE modality also provides flexibility within the learning environment which helps graduate-level learners fit graduate school into their already busy lives.

Rasmussen University has offered graduate-level learning through the CBE modality for over five years. Our students and faculty thrive in this learning and teaching environment, but in those five years we have learned a great deal and have developed some best practices that foster success in this learning model. During this session, we will share those best practices and the stories of how we learned that they were needed.

9:45–10:15 a.m.	**Break**	**LaSalle Ballroom**
10:15–11:30 a.m.	**3MT® Semi Finals 1**	**State I**
	3MT® Semi Finals 2	**Huron**
	3MT® Semi Finals 3	**State II**
	3MT® Semi Finals 4	**LaSalle Ballroom**
	3MT® Semi Finals 5	**St. Clair**
11:45 a.m.–12:30 p.m.	**3MT® Final Round**	**LaSalle Ballroom**

Scan the QR code with your phone to vote for the People's Choice Award during the MAGS 3MT Competition

Voting opens at 11:30 a.m., Friday, March 31. An announcement will be made once voting is closed.

MAGS

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March 29–31, 2023 Chicago, Illinois

2022–2023 Executive Committee

- ❏ **Ranjit Koodali**, Western Kentucky University, Past-Chair
- ❏ **Kerry Wilks**, Northern Illinois University, Chair
- ❏ **Carrianne Hayslett**, Marquette University, Chair-Elect
- ❏ **Nicole Lounsbery**, South Dakota State University, Member-at-Large
- ❏ **Jennifer Ziegler**, Gray Associates, Inc., Secretary/Treasurer
- ❏ **Karen McGarvey**, Conference Coordinator, University of Wisconsin-La Crosse, Ex Officio
- ❏ **Milandrie Wakim**, Conference Coordinator, University of Wisconsin-La Crosse, Ex Officio

Budget and Finance Committee

- ❏ **Raquel Arouca**, University of Missouri-Columbia, Chair (2025)
- ❏ **Brad Swanson**, Central Michigan University (2024)
- ❏ **Tabitha Hardy**, IUPUI, (2025)
- ❏ **Claudia Petrescu**, Kansas State University (2025)
- ❏ **Jennifer Ziegler**, MAGS Secretary/Treasurer, Executive Committee Liaison

Communications Committee

- ❏ **Nyree McDonald**, University of Notre Dame, Chair (2024)
- ❏ **Theresa Christenson-Caballero**, University of Illinois (2024)
- ❏ **John Lowery**, University of Notre Dame (2024)
- ❏ **Trista Bergerud**, Grand Valley State University (2025)
- ❏ **Samantha "Sam" Hirschman**, Iowa State University (2025)
- ❏ **Nicole Lounsbery**, South Dakota State University, Executive Committee Liaison

Distinguished Master's Thesis Committee

- ❏ **Pieter deHart**, University of Wisconsin-Green Bay, Chair (2023)
- ❏ **Felicia C. Echols**, Saint Louis University (2024)
- ❏ **Matt Page**, Ohio State University, (2024)
- ❏ **Malia Roberts**, Western Michigan University (2024)
- ❏ **Lisa Eckert**, Northern Michigan University (2025)
- ❏ **Natalie Robinson**, Iowa State (2025)
- ❏ **Ranjit Koodali**, Western Kentucky University, Executive Committee Liaison

Excellence and Innovation in Graduate Education Award Committee

- ❏ **Devi Prasad V. Potluri**, Chicago State University, Chair, (2024)
- ❏ **Julie Rojewski**, Michigan State University (2024)
- ❏ **Meredith Thomsen**, University of Wisconsin-La Crosse (2025)
- ❏ **Maggie Nettesheim-Hoffmann**, Marquette University (2025)
- ❏ **Ben Linzy**, Marquette University/Humanities Without Walls (2025)
- ❏ **Ranjit Koodali**, Western Kentucky University, Executive Committee Liaison

Excellence in Teaching Award Committee

- ❏ **Ilir Miteza**, University of Michigan-Dearborn, Chair (2024)
- ❏ **Jenna Alsteen**, University of Wisconsin-Madison (2023)
- ❏ **Lissa Behm-Morawitz**, University of Missouri (2023)
- ❏ **Megan Miller**, Kansas State University (2023)
- ❏ **Noelle Selkow**, Illinois State University (2023)
- ❏ **Jennifer Waldron**, Bowling Green State University (2023)
- ❏ **Coleen Pugh**, Wichita State University, (2024)
- ❏ **Kristen Kponyoh**, South Dakota State University (2025)
- ❏ **Kerry Wilks**, Northern Illinois University, Executive Committee Liaison

Membership Committee

- ❏ **Taunya Plater**, Creighton University, Chair (2025)
- ❏ **Elizabeth Gockel-Blessing**, Saint Louis University (2024)
- ❏ **Trista Wdziekonski**, University of Michigan-Dearborn (2024)
- ❏ **Phillip Powell**, Trinity Christian College, (2025)
- ❏ **Jennifer Ziegler**, MAGS Secretary/Treasurer, Executive Committee Liaison

Nominating Committee

- ❏ **Ranjit Koodali**, Western Kentucky University, Past-Chair

Three-Minute Thesis Committee

- ❏ **Diane C. Helmick**, University of Dayton, Chair (2024)
- ❏ **Elizabeth Gockel-Blessing**, Saint Louis University (2024)
- ❏ **Sarah Huffman**, Iowa State University (2025)
- ❏ **Emily Forestieri**, Loyola University Chicago (2025)
- ❏ **Janelle Taylor**, Northern Michigan University (2025)
- ❏ **Lisa Kelly**, University of Iowa (2025)
- ❏ **Carrianne Hayslett**, Marquette University, Executive Committee Liaison

2023 Conference Committee (Ad-hoc)

- ❏ **Carrianne Hayslett**, Marquette University, Chair (2023)
- ❏ **Suzanne McBride**, Columbia College (2023)
- ❏ **Noelle Selkow**, Illinois State University (2023)

NOTE: The year-end date is indicated in the parenthesis. The terms end in April. In most cases, committee members serve a three-year term.

SAVE-THE-DATE!
April 3–5, 2024

St. Louis
Clayton, Missouri

Stay tuned to the MAGS website (http://mags-net.org/) and your email for more information about the 2024 Annual Meeting theme and call for abstracts.

MAGS

79th Annual Meeting

Midwestern Association of Graduate Schools

An Affiliate of the Council of Graduate Schools

Excellence and Innovation in Graduate Education Award

Wednesday, March 29, 2023
Chicago, Illinois

CONGRATULATIONS TO THE WINNER:
University of Illinois Urbana-Champaign

mags-net.org

MAGS

Excellence and Innovation in Graduate Education

Winner ▶ University of Illinois Urbana-Champaign

Submitted by ▶ Dr. Emily Wuchner

Title ▶ GradMAP: Graduate student orientation, reimagined

UNIVERSITY OF ILLINOIS URBANA-CHAMPAIGN

In order to meet the orientation needs of Illinois's diverse and growing graduate student body, the Graduate College reimagined the very idea of orientation to develop GradMAP: an innovative program comprised of a suite of resources that provide new graduate students with a comprehensive first-year experience. The tools and resources of GradMAP support departments as well as their students. Through GradMAP, we have deepened the meaning of orientation. It's not just about naming campus offices and flagging key deadlines. GradMAP is designed to prompt thinking about what it means to be a graduate student and to guide students in setting themselves up for success. And it empowers departments to design a tailored onboarding experience for their new graduate students. Whether a student charts their path through a departmental onboarding session, the Graduate College's Canvas Community, our webpages, newsletter, or some combination of the above, they will encounter familiar trail markers.

Illinois.edu

MAGS

Excellence and Innovation in Graduate Education

Honorable Mention ▷ **South Dakota State University**

Submitted by ▷ **Nicole Lounsbery**

Title ▷ **Expanding the Circle: Increasing Access to Graduate Education for Tribal Colleges and Communities**

SOUTH DAKOTA STATE UNIVERSITY

Tribal College and University (TCU) faculty often struggle to access opportunities for graduate education, which can be restricted by distance, tribal and familial obligations, and the high cost of graduate tuition. Accreditation standards from the Higher Learning Commission (HLC) requiring faculty to have at least 18 graduate-level credits in each teaching discipline has had a devastating impact on these institutions, leaving them struggling to adapt. As is true of many rural and community colleges, faculty are often assigned to teach courses in more than one discipline. The HLC mandate makes providing faculty access to graduate level courses and advanced degrees vital to the ongoing success of TCUs. SDSU Graduate School has responded to these challenges through the creation of "Expanding the Circle," a project grounded in respect for diverse cultures and inclusionary practices, initiated by Dr. Nicole Lounsbery, Director of the Graduate School. The project's relationship-based approach provides TCU faculty with personalized onboarding, advising, and flexible access to tailored online graduate courses. Participating TCU faculty receive full tuition support through a partnership with the SDSU Wokini Initiative. The project also provides professional development opportunities for SDSU faculty and staff. Thus far, through this collaboration, 20 TCU faculty have earned graduate credits, 10 have completed the required number of credits to meet HLC standards, and 6 have successfully completed graduate degree programs. In addition, 5 cultural trainings were held and 20 new online graduate courses were created, along with a new M.S. in Interdisciplinary Studies.

sdstate.edu

MAGS Award for Excellence and Innovation in Graduate Education

The MAGS Award for Excellence and Innovation in Graduate Education recognizes a **MAGS MEMBER SCHOOL** for outstanding contributions to graduate education.

Purpose of the Award

The purpose of the award is to encourage, recognize, and reward excellence and innovation in graduate education at either the graduate school or program level. Applications may relate to any facet of graduate education, including outreach, recruitment through selection and admission, retention, instruction, and degree attainment. In sum, we welcome all aspects of the graduate life cycle, e.g.:

- Recruiting, retaining, and ensuring the success of underrepresented minorities, underserved populations, or international students
- Development of programs, policies, and processes in response to extenuating situations such as the COVID-19 pandemic
- Programs, policies, and processes that support using technology to promote instructional best practices and/or increase educational access
- Initiatives or programs that promote graduate student mental and physical health and wellness
- Innovative and creative pathways to student success
- Creation of professional development opportunities to broaden the skill sets of graduate students
- Programmatic efforts to improve student retention and completion
- Innovative technology to communicate with and attract prospective applicants in new and effective ways
- Other significant efforts to promote excellence and innovation in graduate education

MAGS member institutions may submit only one application. Any internal institutional selection processes are the responsibility of the Dean of the Graduate School or comparable official.

Eligibility Requirements

This award recognizes specific excellence and innovation in graduate education, from admissions through degree completion. **Any current MAGS member institution or graduate program within a MAGS member institution is eligible for the award.**

Thank you to the Excellence and Innovation in Graduate Education Award Committee

Devi Prasad V. Potluri, Chicago State University, Chair, (2024)
Julie Rojewski, Michigan State University (2024)
Meredith Thomsen, University of Wisconsin, La Crosse (2025)
Maggie Nettesheim-Hoffmann, Marquette University (2025)
Ben Linzy, Marquette University/Humanities Without Walls (2025)
Ranjit Koodali, Western Kentucky University, Executive Committee Liaison

MAGS

An affiliate of the Council of Graduate Schools

79th Annual Meeting

Midwestern Association of Graduate Schools

Great Expectations:
Graduate Education in a Changing World

Excellence in Teaching Award

Wednesday, March 29, 2023

Chicago, Illinois

mags-net.org

MAGS

MASTERS WINNER:
Ashley Worthington, John Carroll University

Ashley Worthington earned her M.A. in English with a specialization in Renaissance literature from John Carroll University in the spring of 2022. As a Graduate Teaching Assistant in John Carroll's English Department, Ashley served as a Writing Consultant for the University's Writing Center and taught "Introduction to Academic Writing"—an undergraduate course that teaches the fundamentals of scholarly writing and research across disciplines. During her time at JCU, she also served as a Graduate Assistant for "Introduction to Shakespeare" and sat on the University's First-Year Composition Committee. In the spring of 2022, Ashley received the Graduate Excellence in Teaching Award for her work in her writing courses.

Ashley's teaching philosophy is grounded in the idea that writing classrooms should teach writing as a process and that frequent low-stakes writing exercises encourage students to become more comfortable with the practice—preparing them for more formal graded assignments. She believes that the more often students exercise their writing voices during brainstorming, prewriting, and freewriting activities, the more confident and eager they will be when composing in-depth writing assignments. Ashley's students engage with some form of in-class writing every day—whether journaling, drafting, workshopping, practicing new skills, or prewriting to prepare for class discussions. She finds that the habit of daily writing builds a sense of community in her classrooms and encourages her students to view themselves as writers. Ashley currently teaches English at University School—an independent high school for boys in Hunting Valley, Ohio.

Honorable Mention:
Grace Hamilton
University of Notre Dame

MAGS

Felipe Flores is a second year Ph.D. student in Planning, Design and Construction at the University of Oklahoma (OU). Since his arrival at OU in Fall 2021, he has taught three classes at the C. Gibbs College of Architecture: *Design Studio 1, Resilient Futures (Elective), Telesis: The Architecture Student Journal (Elective)*. In addition to his responsibilities as an educator, he has participated in a national mentorship program *(Stacked Mentorship Program)*, a research conference *(National Conference for Race and Ethnicity in Higher Education)* and a fellowship *(Center for Peace and Development at OU)*. These efforts were recognized by the *Architectural Research Centers Consortium (ARCC)* in 2022 when he was awarded with the *King Medal*.

Moreover, he has participated in an exhibition *(Muscogee (Creek) Tribal Towns Futurity Exhibit)*, two symposiums *(Resilient Futures and Youth Perspectives on Climate Change)* and two competitions *(NOMA Student Design Competition and Tiny House International Design Competition)* with the cooperation of students inside and outside the OU community. As a person of color and a graduate teaching assistant serving the OU community, he views these efforts as the synthesis of his main goal as an educator: to use design as a tool that celebrates diversity; and, in doing so, to create a more inclusive, equitable and caring society.

Honorable Mention: Joshua Lovett
University of Illinois Chicago

MAGS Excellence in Teaching Award

The Midwestern Association of Graduate Schools (MAGS) Excellence in Teaching Award was created to raise the attention given to excellence in teaching and mentoring as a component of graduate education and the preparation of graduate students for future service as college and university faculty. The award recognizes graduate students who exemplify excellence in the teaching/learning mission of our universities.

Thank you to the
Excellence in Teaching Award Committee:

Ilir Miteza, University of Michigan-Dearborn, *Chair* (2024)
Jenna Alsteen, University of Wisconsin-Madison (2023)
Lissa Behm-Morawitz, University of Missouri (2023)
Megan Miller, Kansas State University (2023)
Noelle Selkow, Illinois State University (2023)
Jennifer Waldron, Bowling Green State University (2023)
Coleen Pugh, Wichita State University, (2024)
Kristen Kponyoh, South Dakota State University (2025)
Kerry Wilks, Northern Illinois University,
   Executive Committee Liaison

MAGS

79th Annual Meeting
Midwestern Association of Graduate Schools

An Affiliate of the Council of Graduate Schools

ProQuest®

Part of **Clarivate**

Distinguished Master's Thesis Awards

Wednesday, March 29, 2023
Chicago, Illinois

CONGRATULATIONS TO THE WINNERS:
Shelby Meeker, South Dakota State University
Kyra Gertrude Streck, Iowa State University

mags-net.org

MAGS/PROQUEST
Distinguished Master's Thesis Award
Mathematics, Physical Sciences, and Engineering:

MAGS

ProQuest
Part of **Clarivate**

Winner: **Shelby Meeker,** South Dakota State University

Assessment of Aged Woodchip Bioreactor Physical and Hydraulic Properties

Shelby Meeker received her Bachelor of Science in Agronomy at Iowa State University in 2018. After working as a District Sales Manager, she enrolled in the Agricultural and Biosystems Engineering master's program at South Dakota State University alongside Dr. John McMaine. Her research focused on the conservation drainage and the long-term efficacy of denitrifying woodchip bioreactors. Shelby graduated with her degree in May of 2022 and is currently working as a Water Resources Design Engineer for Bolton & Menk where her primary focus is designing wetlands across the state of Iowa.

Shelby Meeker

Honorable Mention: **Victoria Fringer, University of Minnesota Duluth**
Environmental Impacts of Nanoplastics and Plastic Additives on Model Bacteria *Shewanella oneidensis* & Development and Assessment of a Revised General Chemistry Laboratory Course to Introduce Inquiry-Based Learning

MAGS/PROQUEST
Distinguished Master's Thesis Award
Social Sciences:

MAGS

ProQuest.
Part of **Clarivate**

Winner: **Kyra Gertrude Streck, Iowa State University**

Trans YouTube Content Creators: Informal Economies for the Production, Distribution, and Consumption of Trans-Supportive DIY Undergarments

Kyra Gertrude Streck

Kyra Gertrude Streck is a product development coordinator for Perry Ellis in Portland, Oregon. She completed her master's degree in at Iowa State University studying Apparel, Merchandising and Design. She received her bachelor's degree in Fashion Design and Management from Cornell University. Her research interests include queer and genderqueer individuals' relationships to dress and informal economies.

Honorable Mention: **Iesha Alspaugh, Ball State University**
"Congratulations, You Played Yourself": Queen and Slim, and the Consumption of "Authentic" Black Voice

The Executive Committee of the Midwestern Association of Graduate Schools (MAGS) solicited nominations for the **MAGS/ProQuest Distinguished Master's Thesis Awards** in Fall 2022. These awards recognize and reward distinguished scholarship and research at the Master's level.

For this year, nominations were accepted in the disciplines of **Social Sciences** and **Mathematics, Physical Sciences**, and **Engineering**.

Each MAGS member institution was able to submit one nomination in each of these two categories. Visit the MAGS website for more information and to learn more about next year's award categories of **Biological/Life Sciences** and **Humanities**. More information regarding next year's deadlines will be coming in the summer.

PROQUEST

ProQuest was created in 1938 to safeguard threatened scholarly resources, and has been the dedicated steward of graduate works ever since. Our goal is to ensure that dissertations and theses are archived in perpetuity as a valuable component of the primary literature in every discipline. Today we are dedicated to building technology and opening channels that amplify and connect graduate scholarship. We continue to envision tools and features to support the researcher's goals and to support the advancement of research occurring around the world.

As a committed supporter of graduate education, ProQuest co-sponsors the Distinguished Master's Thesis Awards along with the regional affiliates of the Council of Graduate Schools. In addition, we sponsor the annual Distinguished Dissertation Awards of the Council of Graduate Schools, the Canadian Association of Graduate Studies, and Thesis Awards of Council of Historically Black Graduate Schools.

We are proud to honor and reward this year's outstanding scholars and winners of the MAGS/ProQuest Distinguished Master's Thesis Award.

Thank you to the
Distinguished Master's Thesis Committee

Pieter deHart, University of Wisconsin-Green Bay, Chair (2023)
Felicia C. Echols, Saint Louis University (2024)
Matt Page, Ohio State University, (2024)
Malia Roberts, Western Michigan University (2024)
Lisa Eckert, Northern Michigan University (2025)
Natalie Robinson, Iowa State (2025)
Ranjit Koodali, Western Kentucky University,
  Executive Committee Liaison

MAGS

An affiliate of the Council of Graduate Schools

2024 Committee Volunteer Form

The work of MAGS is conducted by members through committees. MAGS benefits from the active involvement of its members in providing multiple perspectives to its operations and contributing to the health of the organization. To provide continuity, committee members are appointed for three year terms, except for the Nominating Committee (one year term). Committee appointments are made by the Executive Committee during the summer. **Please complete this form by April 15, 2023**.

Indicate the committees on which you are interested in serving in the spaces provided below, ranking your preferences, with 1 noting your first choice, 2 your second, etc.

_____ **Membership Committee:** Reviews applications for active membership in the Association.

_____ **Communication Committee:** Prepares announcements/press releases of MAGS award winners and other news.

_____ **Budget and Finance Committee**: Charged with working with the Treasurer in overseeing the financial operations of the Association and reporting the audit of the Treasurer's report at the Annual Meeting.

_____ **Nominating Committee:** In charge of election and preparing election slate. Composed of the immediate Past-Chair and two other members appointed by the Chair.

_____ **Distinguished Master's Thesis Award Committee:** Solicits nominations and selects award recipients.

_____ **Excellence and Innovation in Graduate Education:** Solicits nominations and selects award recipients.

_____ **Excellence in Teaching Award Committee:** Solicits nominations and selects award recipients.

_____ **Three Minute Thesis (3MT) Committee:** Organizes 3MT competition culminating at the annual meeting.

_____ **Annual Meeting Advisory Committee:** Serves as a sounding board for annual meeting planning, as needed, and contributes to meeting operations (e.g., welcoming first-time attendees).

Please provide your contact information.

Name _____

Last Name _____

Title _____

Institution_____

Email _____

Phone_____

Please return your completed form to the **registration table** or email it to Carrianne Hayslett at:
carrianne.hayslett@marquette.edu.
Committee appointments will be communicated early in the Summer semester.

TRENDS IN HIGHER EDUCATION SERIES

Education Pays **2023**

THE BENEFITS OF HIGHER EDUCATION FOR INDIVIDUALS AND SOCIETY

Jennifer Ma and Matea Pender
College Board

ABOUT COLLEGE BOARD

College Board is a mission-driven not-for-profit organization that connects students to college success and opportunity. Founded in 1900, College Board was created to expand access to higher education. Today, the membership association is made up of over 6,000 of the world's leading educational institutions and is dedicated to promoting excellence and equity in education. Each year, College Board helps more than seven million students prepare for a successful transition to college through programs and services in college readiness and college success—including the SAT® and the Advanced Placement Program®. The organization also serves the education community through research and advocacy on behalf of students, educators, and schools. For further information, visit **collegeboard.org**.

TRENDS IN HIGHER EDUCATION

The Trends in Higher Education publications include *Trends in College Pricing and Student Aid*, *Education Pays*, and other research briefs. These reports are designed to provide a foundation of evidence to strengthen policy discussions and decisions.

The tables supporting all of the graphs in this report, a PDF version of the report, and a PowerPoint file containing individual slides for all of the graphs are available on our website **research.collegeboard.org/trends**.

Please feel free to cite or reproduce the data in this report for noncommercial purposes with proper attribution.

Highlights

As in previous editions, *Education Pays 2023: The Benefits of Higher Education for Individuals and Society* documents differences in the earnings and employment patterns of U.S. adults with different levels of education. It also compares health-related behaviors, reliance on public assistance programs, civic participation, and indicators of the well-being of the next generation.

In addition to reporting median earnings by education level, this year's report presents data on variation in earnings by different characteristics such as gender, race/ethnicity, occupation, college major, sector, and state. *Education Pays 2023* also examines the persistent disparities across different socioeconomic groups in college participation, persistence, and completion.

We present correlations between various outcomes and educational attainment. It is worth noting that not all of the observed differences in outcomes are attributable to education. However, reliable statistical analyses support the significant role of postsecondary education in generating the benefits reported and we cite causal evidence when possible.

PARTICIPATION AND SUCCESS IN HIGHER EDUCATION

Although college enrollment rates have risen over time, gaps in enrollment rates persist across demographic groups.

- In 2000, 59% of Black and 48% of Hispanic recent high school graduates enrolled in college within one year of high school graduation, compared with 67% of White and 82% of Asian students. In 2020, enrollment rates were 57%, 62%, 68%, and 82% for Black, Hispanic, White, and Asian students, respectively. (Figure 1.1A)

- Since 1989, the college enrollment rate of recent female high school graduates has consistently exceeded that of recent male high school graduates. (Figure 1.2A)

- Within each PSAT quartile, college enrollment rates are higher for those from lower-challenge (greater educational opportunity) neighborhoods than for those from higher-challenge (lower educational opportunity) neighborhoods. (Figure 1.3)

While overall educational attainment has increased over time, college persistence and attainment patterns differ considerably across demographic groups.

- Between 1981 and 2021, the share of adults age 25 to 29 who held a bachelor's degree more than doubled for Black individuals (from 12% to 28%) and almost tripled for Hispanic individuals (from 8% to 23%). The share with a bachelor's degree increased from 25% to 45% for White individuals. (Figure 1.6A)

- Between 2011 and 2021, the share of Asian adults age 25 to 29 with a bachelor's degree increased from 58% to 72%, while the share of American Indian/Alaska Native adults in the same age group with a bachelor's degree was consistently less than 20%. (Figure 1.6A)

- Between 1981 and 2021, the gaps in the shares of adults age 25 to 29 with a bachelor's degree increased from 13 to 17 percentage points between Black and White adults and increased from 17 to 22 percentage points between Hispanic and White adults. (Figure 1.6A)

- Among four-year college students within the same PSAT quartile, those who came from lower-challenge (greater educational opportunity) neighborhoods had higher first-year retention and persistence rates compared to students from higher-challenge (lower educational opportunity) neighborhoods. (Figure 1.4)

Educational attainment differs considerably across states.

- In 2019, the percentage of adults age 25 and older with at least a bachelor's degree ranged from 22% in West Virginia and Mississippi to 43% in Colorado, 45% in Massachusetts, and 60% in the District of Columbia. (Figure 1.7)

- Between 2000 and 2019, the increases in the share of adults 25 and older with at least a bachelor's degree ranged from 5 percentage points in Mississippi and New Mexico to between 10 and 21 percentage points in 12 states and the District of Columbia. (Figure 1.7)

THE BENEFITS OF HIGHER EDUCATION AND VARIATION IN OUTCOMES

Individuals with higher levels of education earn more, pay more taxes, and are more likely than others to be employed.

- In 2021, median earnings of bachelor's degree recipients age 25 and older with no advanced degree working full time were $29,000 (65%) higher than those of high school graduates. Bachelor's degree recipients paid an estimated $7,800 (86%) more in taxes and took home $21,200 (60%) more in after-tax income than high school graduates. (Figure 2.1)

- The typical four-year college graduate who enrolls at age 18 and graduates in four years can expect to earn enough relative to a high school graduate by age 34 to compensate for being out of the labor force for four years and for borrowing the full tuition and fees and books and supplies without any grant aid. (Figure 2.2A)

- In 2021, among full-time year-round workers between the ages of 25 and 34, median earnings for women with at least a bachelor's degree were $60,540, compared with $34,590 for those with a high school diploma. Median earnings for men with at least a bachelor's degree were $75,430, compared with $42,460 for those with a high school diploma. (Figure 2.6)

- In 2021, among adults between the ages of 25 and 64, 67% of high school graduates, 71% of those with some college but no degree, 76% of those with an associate degree, and 83% of those with at least a bachelor's degree were employed. (Figure 2.12)

- The unemployment rate for individuals age 25 and older with at least a bachelor's degree has consistently been about half of the unemployment rate for high school graduates. (Figure 2.13A)

- In 2021, the unemployment rate for 25- to 34-year-olds with at least a bachelor's degree was 3.3%, compared with 8.3% for high school graduates in the same age group. (Figure 2.13B)

Median earnings increase with level of education, but there is considerable variation in earnings at each level of educational attainment.

- The percentage of full-time year-round workers age 35 to 44 earning $100,000 or more in 2021 ranged from 4% of those without a high school diploma and 7% of high school graduates to 35% of those whose highest attainment was a bachelor's degree and 49% of advanced degree holders. Among advanced degree holders, 24% earned $150,000 or more; this share was 14% among bachelor's degree holders. (Figure 2.3)

- Between 2019 and 2021, median earnings of bachelor's degree recipients age 25 to 34 working full time year-round ranged from $50,100 among Black females and $50,500 among Hispanic females to $71,700 among White males and $75,800 among Asian males. The earnings premium for a bachelor's degree relative to a high school diploma was the highest among Asian males and females. (Figure 2.4)

- In 2021, median earnings of female four-year college graduates age 25 and older working full time year-round were $62,200. However, 25% of them earned less than $44,400, and another 25% earned more than $94,200. (Figure 2.5)

- In 2021, median earnings of male four-year college graduates age 25 and older working full time year-round were $85,300. However, 25% of them earned less than $56,000, and 25% earned more than $126,200. (Figure 2.5)

- Between 2016 and 2020, among occupations that employ large numbers of both high school graduates and college graduates, the median earnings of those with only a high school diploma ranged from $33,900 (in 2020 dollars) for customer service representatives to $64,100 for general and operations managers; the median earnings of those with at least a bachelor's degree ranged from $42,600 (in 2020 dollars) for general office clerks to $95,600 for wholesale and manufacturing sales representatives. (Figure 2.8)

- In 2018 and 2019, median earnings for early career bachelor's degree recipients ranged from $34,000 a year for performing arts majors to $70,000 for computer science majors. For mid-career employees, median earnings ranged from $43,700 for early childhood education majors to $100,000 for computer science majors. (Figure 2.9)

- Institutional median earnings vary by sector. From 2018 to 2019, the typical four-year college's median earnings of 2007-08 and 2008-09 federal student aid recipients ranged from $42,700 at for-profit institutions to $47,800 at public institutions and $48,400 at private nonprofit institutions. (Figure 2.10A)

- From 2016 to 2020, median earnings of bachelor's degree recipients with no advanced degree working full time were $67,400 in the United States and ranged from $51,300 in Mississippi to $81,200 in New Jersey. (Figure 2.11)

College education reduces the chance that adults will rely on public assistance.

- In 2021, 4% of bachelor's degree recipients age 25 and older lived in poverty, compared with 13% of high school graduates. (Figure 2.16A)

- In 2021, 14% of individuals age 25 and older with only a high school diploma and 27% of those without a high school diploma lived in households that benefited from SNAP. Participation rates were 12% for those with some college but no degree, 10% for those with an associate degree, and 3% for those with at least a bachelor's degree. (Figure 2.17)

Adults with higher levels of education are more active citizens than others and are more involved in their children's activities. Having a college degree is associated with a healthier lifestyle, potentially reducing health care costs.

- Voting rates are higher among individuals with higher levels of education. In the 2020 presidential election, 77% of 25- to 44-year-old U.S. citizens with at least a bachelor's degree voted, compared with 46% of high school graduates in the same age group. (Figure 2.18A)

- Among adults age 25 and older, 19% of those with a high school diploma volunteered in 2019, compared with 40% of those with a bachelor's degree and 51% of those with an advanced degree. (Figure 2.19A)

- In 2020, 54% of 25- to 34-year-olds with at least a bachelor's degree and 29% of high school graduates reported exercising vigorously at least once a week. (Figure 2.21)

- Children of parents with higher levels of educational attainment are more likely than other children to engage in a variety of educational activities with their family members. (Figures 2.22B and 2.23B)

Contents

Contents—Continued

Introduction

Jessica Howell
Vice President, Research, College Board

Published since 2004, *Education Pays: The Benefits of Higher Education for Individuals and Society* documents the substantial payoff from public and individual investments in higher education, the variation in outcomes experienced by different individuals, and the benefits we all enjoy from a more educated populace. *Education Pays* rounds out the *Trends in Higher Education* series that includes *Trends in College Pricing and Student Aid*. These reports provide a foundation for evaluating public policies aimed at increasing educational opportunities.

This report combines government statistics, College Board data, and academic research to paint a detailed and integrated picture of the benefits of higher education and the distribution of those benefits across society. Many graphs in this report compare the experiences of people with different education levels and illustrate straightforward correlations between education and various outcomes. When possible, we cite causal evidence connecting higher education with both financial outcomes and behavior patterns.

COLLEGE ACCESS AND SUCCESS

Education Pays provides information about college enrollment patterns, completion rates, and educational attainment levels across demographic groups in the United States. The nation has made gains in the share of high school graduates who invest in postsecondary education. The percentage of recent high school graduates who enroll in college within one year of high school graduation increased from 50% in 1980 to 66% in 2020 (page 10). The growth in college enrollment over time translates into increases in bachelor's degree attainment. In 2021, 39% of adults age 25 to 29 in the U.S. held a bachelor's degree, an increase from 29% in 2001 and from 22% in 1981 (page 15).

Although the share of all adults age 25 to 29 who held a bachelor's degree rose to 39% in 2021, this share ranged from under 20% for Native American and between 20% and 30% for Hispanic and Black young adults to 45% for White and 72% for Asian young adults (Figure 1.6A). Gaps in college enrollment and completion rates are partially explained by differences in academic preparation in K–12. Yet, even among students with similar academic achievement levels in high school, students from neighborhoods with lower educational opportunities enroll and persist in college at lower rates than those from neighborhoods with greater educational opportunities. Moreover, there are differences by students' neighborhood attributes in types of postsecondary institutions students with similar academic preparation choose, which likely contribute to uneven college persistence rates (Figures 1.3 and 1.4).

THE PAYOFF OF HIGHER EDUCATION FOR INDIVIDUALS

Most college students cite improved job prospects and financial security as a primary reason for college attendance.[1] Adults with postsecondary credentials are, in fact, more likely to be employed and to earn more than individuals who did not attend college. In 2021, 83% of adults with bachelor's degrees or higher were employed, compared with 67% of adults with a high school diploma (Figure 2.12). During the same year, median earnings of full-time workers with associate and bachelor's degrees were 18% and 65% higher, respectively, than those of individuals with only a high school diploma. The earnings premium for workers with postbaccalaureate credentials is even higher (Figure 2.1). Though not all the earnings premia cited above are attributable to differences in educational attainment, a growing body of research clearly identifies postsecondary education as causally impacting earnings (Zimmerman, 2014; Hoekstra, 2009).

The benefits of a college education extend beyond financial gains. More educated citizens have greater access to health care and retirement plans. They are more likely to prioritize healthy behaviors, pursue civic engagement, and to provide better opportunities for their children.

Because the price of college has risen over time, even substantial benefits from investing in education must be compared with costs to evaluate whether college is a worthwhile investment. Figures 2.2A and 2.2B indicate that a four-year college graduate who enrolls at age 18 can expect to earn enough by age 34 to compensate for the direct and opportunity costs of attending college. An associate degree is both faster and less expensive to acquire but yields smaller earnings, on average, than a bachelor's degree, and the break-even age of an associate degree is similar (age 33). Over the course of a lifetime, and accounting for the costs of obtaining a degree, individuals with a bachelor's degree earn about $400,000 more than individuals with a high school degree. The financial benefits of an associate degree are roughly half as large.

The average payoff to college is considerable, but not all students reap the same financial rewards. Several analyses in this report focus on the variation in earnings within demographic groups, types of credentials, and institutional sectors. The distribution of earnings in Figure 2.3 tells a more nuanced story about the mid-career earnings of full-time workers with the same level of education. While 35% of employed adults with a bachelor's degree working full time earn more than $100,000, 12% earn less than $40,000. This disparity in earnings outcomes reflects, among other underlying factors, geographic differences in wages, variation in types of colleges attended, and differences in fields of study and

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1 https://news.gallup.com/reports/226457/why-higher-ed.aspx

occupations (Figures 2.8 through 2.11). Although these nuances are important to our understanding of the circumstances under which educational investments pay off, the overall patterns are clear—more education is associated with increased opportunities for the majority of students.

This report also reveals earnings differentials among individuals with similar levels of education, by race and gender. Underrepresented minorities continue to earn less than their White and Asian counterparts and females continue to earn less than their male counterparts (Figures 2.4 through 2.6). Despite these differences, a college education can be a powerful equalizer. When students attend similar postsecondary institutions, the percentage of students who end up in the top two income quintiles as adults is nearly the same for students from the lowest-income-quintile families as it is for those from top-income-quintile families. Although affluent students are still considerably more likely to attend selective colleges than their less affluent peers, expanding access to selective colleges remains a promising avenue to economic mobility (Ma, Pender, & Welch, 2019; Chetty, et. al., 2020).

THE PUBLIC BENEFITS OF HIGHER EDUCATION

Society at large also gains from increases in postsecondary attainment. A more productive economy generates a higher standard of living. Increases in wages generate higher tax payments at the local, state, and federal levels. In 2021, four-year college graduates paid, on average, 86% more in taxes than high school graduates and, for those with a professional degree, average tax payments were more than three times as high as those of high school graduates (Figure 2.1). Spending on social support programs such as unemployment compensation, the Supplemental Nutrition Assistance Program (SNAP), and Medicaid is much lower for individuals with higher levels of education. Figure 2.17 shows that SNAP participation among individuals with a high school diploma is about four times as high as that among those with a bachelor's degree or higher.

Education is associated with healthy behaviors and civic engagement. Over time, rates of smoking have dropped the most among college-educated adults (Figure 2.20A). Rates of reported exercise rise with educational attainment for individuals of all ages (Figure 2.21). Adults with greater educational attainment are more likely to volunteer and to vote. In the 2020 presidential election, 77% of adults age 25 to 44 with at least a bachelor's degree voted, compared with 46% of high school graduates in the same age group (Figure 2.18A).

The data in *Education Pays* provide a strong argument for increasing access to and support for successful postsecondary pathways. Research suggests that increased public commitment to this priority through public subsidies for higher education institutions is the most promising approach to increasing degree completion and realizing greater private and public benefits (Deming & Walters, 2017; Avery, Howell, Pender, & Sacerdote, 2019).

IS COLLEGE WORTH IT?

After decades of progress in college-going rates, the covid-19 pandemic was a major disruptor. Enrollment declines occurred at all types of postsecondary institutions with the sharpest declines at community colleges in fall 2020. Despite a partial rebound in four-year college enrollment in fall 2021, community college enrollment continued to decline.[2]

As we emerge from the pandemic, it is important to ensure the access and success of all students who can benefit from a college education. In a 2022 survey, high school graduates cite the cost of college as the primary reason for not enrolling in college.[3] *Trends in College Pricing and Student Aid 2022* shows that the average sticker tuition prices have declined or remained stable in the most recent three years, after adjusting for inflation. Furthermore, the average net prices that students pay after subtracting grant aid have been declining steadily in recent years. The average debt levels of bachelor's degree recipients have been declining as well. Media headlines tend to highlight stories of college students saddled with debt who struggle to find gainful employment. Although these stories do exist, they are not the norm. As illustrated in this report, college is a worthwhile investment that pays off over time for the average student.

Education Pays shows the variation in earnings by institutional sector based on the college-level earnings data from the Department of Education's College Scorecard (Figures 2.10A and 2.10B). In 2019, the Department of Education expanded upon the college-level earnings data it began releasing in 2015. It provided program-level data for every college, including median debt data and median first-year earnings data. This was the first time such detailed data about labor market outcomes of students from specific majors and colleges have been made available at the national level. The earnings data include information for associate and bachelor's degrees, certificate programs, and graduate degrees—a substantial step toward transparency around the monetary benefits of specific postsecondary investments. Continued progress in providing data on the benefits and costs of postsecondary investments at the institution and program levels will give students, families, institutions, and policymakers the information they need to quantitatively evaluate which postsecondary opportunities best serve individual and public educational goals.

2 See Howell et al. (2021, 2022) and Shapiro et. al. (2021, 2022).
3 https://usprogram.gatesfoundation.org/news-and-insights/articles/gates-foundation-probes-college-enrollment-decline

College Enrollment by Race/Ethnicity

In 2000, 59% of Black and 48% of Hispanic recent high school graduates enrolled in college within one year of high school graduation, compared with 67% of White and 82% of Asian students. In 2020, enrollment rates were 57%, 62%, 68%, and 82% for Black, Hispanic, White, and Asian students, respectively.

FIGURE 1.1A Postsecondary Enrollment Rates of Recent High School Graduates by Race/Ethnicity, 1980 to 2020

Recent High School Graduates

Legend: Asian, Black, Hispanic, White
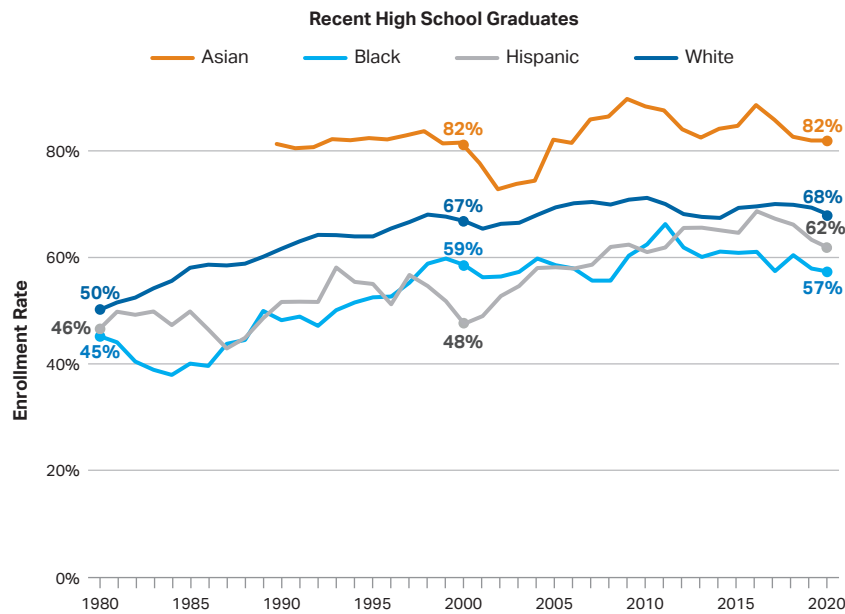
- Enrollment rates of young adults between the ages of 18 and 24 were lower than enrollment rates of recent high school graduates.

- In 2000, 20% of Hispanic and 30% of Black young adults between the ages of 18 and 24 were enrolled in college, compared with 40% of White and 57% of Asian young adults. In 2020, enrollment rates were 36% for Hispanic, 37% for Black, 41% for White, and 62% for Asian young adults.

ALSO IMPORTANT:

- Differences in high school graduation rates account for some of the college enrollment gaps graphed in Figure 1.1B. In 2018-19, 93% of Asian, 89% of White, 82% of Hispanic, and 80% of Black public high school students graduated from high school in four years. (NCES, *Digest of Education Statistics*, *2020*, Table 219.47)

FIGURE 1.1B Postsecondary Enrollment Rates of 18- to 24-Year-Olds by Race/Ethnicity, 1980 to 2020

18- to 24-Year-Olds

Legend: Asian, Black, Hispanic, White
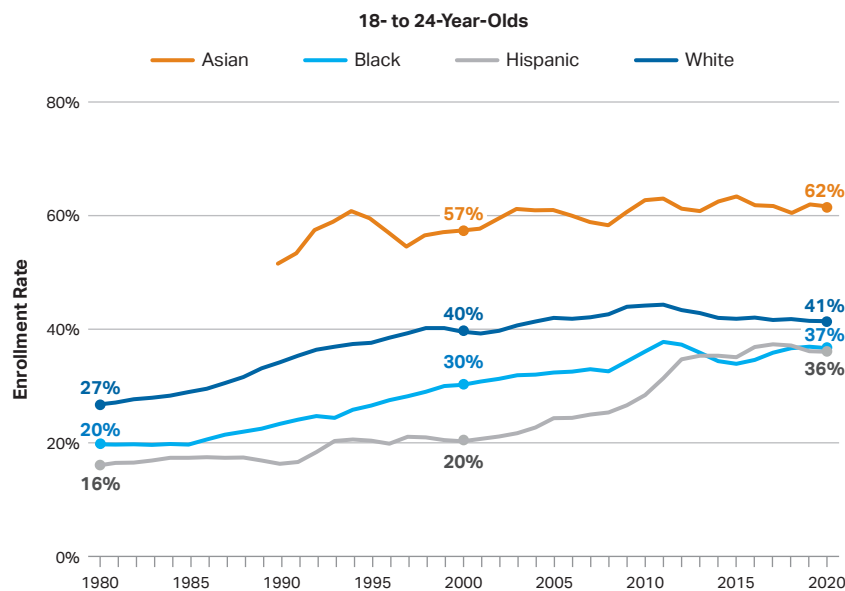
Postsecondary Enrollment Rates over Time

Year	All Recent High School Graduates	All 18- to 24-Year-Olds
1980	50%	25%
1990	60%	31%
2000	64%	36%
2010	69%	41%
2020	66%	41%

NOTE: Data for Asian students are not available prior to 1989 and include Pacific Islanders prior to 2003. Recent high school graduates include those who graduated from high school in the previous 12 months and 18- to 24-year-olds include both high school graduates and those who have not completed high school. Postsecondary enrollment rates are three-year moving averages and include both undergraduate and graduate students. Some 18- to 24-year-olds have completed college and are no longer enrolled. Because of small sample sizes for Asian, Black, and Hispanic students, annual fluctuations in enrollment rates may not be significant.

SOURCE: National Center for Education Statistics (NCES), *Digest of Education Statistics, 2021*, Tables 302.20 and 302.60; calculations by the authors.

College Enrollment by Gender

In 2000, 61% of male and 67% of female recent high school graduates enrolled in college within one year of high school graduation. In 2020, enrollment rates were 63% and 69% for male and female students, respectively.

FIGURE 1.2A Postsecondary Enrollment Rates of Recent High School Graduates by Gender, 1980 to 2020
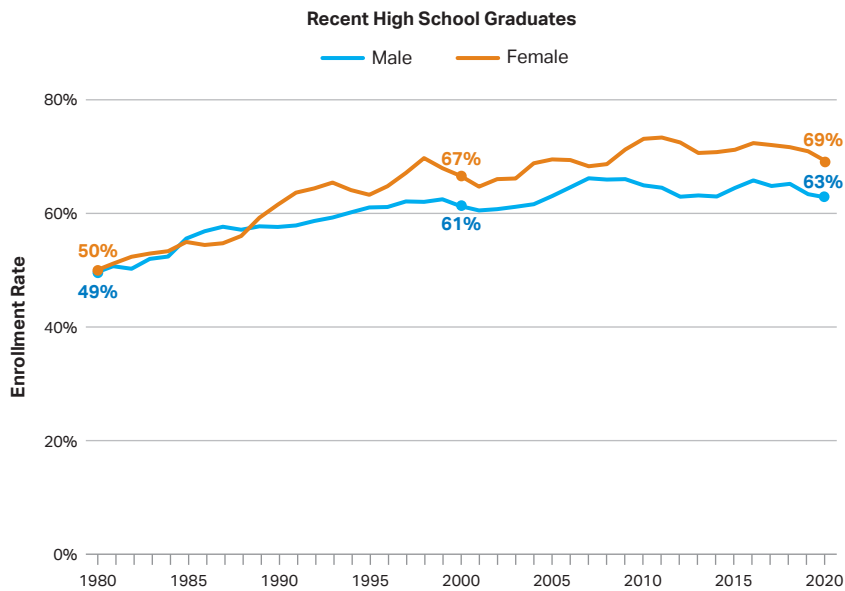
Recent High School Graduates
— Male — Female

- Since 1989, the college enrollment rate of recent female high school graduates has consistently exceeded that of recent male high school graduates.

- In 2020, 37% of male and 44% of female young adults between the ages of 18 and 24 were enrolled in college. In 2000, 34% of all male and 38% of all female individuals in this age group were enrolled in college.

ALSO IMPORTANT:

- Between 1980 and 2020, the share of all college students who are female increased from 51% to 59%. (NCES, *Digest of Education Statistics*, *2021*, Table 303.10)

FIGURE 1.2B Postsecondary Enrollment Rates of 18- to 24-Year-Olds by Gender, 1980 to 2020

18- to 24-Year-Olds
— Male — Female
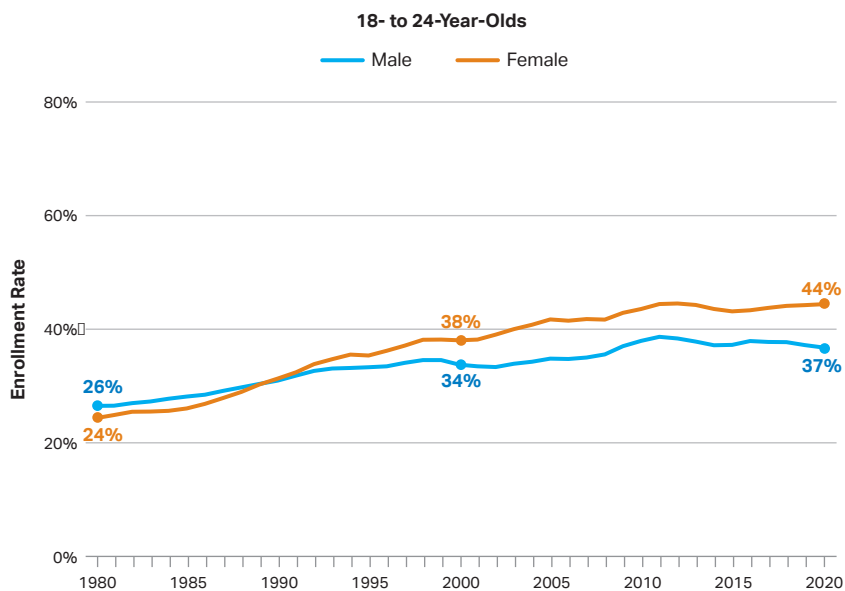
NOTE: Recent high school graduates include those who graduated from high school in the previous 12 months and 18- to 24-year-olds include both high school graduates and those who have not completed high school. Postsecondary enrollment rates are three-year moving averages and include both undergraduate and graduate students. Some 18- to 24-year-olds have completed college and are no longer enrolled.

SOURCE: NCES, *Digest of Education Statistics, 2021*, Tables 302.10 and 302.60; calculations by the authors.

For detailed data behind the graphs and additional information, please visit: **research.collegeboard.org/trends**.

11

College Enrollment Rates by PSAT Score and Neighborhood Challenge

Within each PSAT quartile, college enrollment rates are higher for those from lower-challenge (greater educational opportunity) neighborhoods than those from higher-challenge (lower educational opportunity) neighborhoods.

FIGURE 1.3 Immediate Postsecondary Enrollment Rates by Students' PSAT and Neighborhood Challenge Quartiles, High School Graduating Cohort of 2021

- Among students in the high school class of 2021, gaps in college enrollment rates between students with different neighborhood attributes were larger for those with lower PSAT scores.
  - Among students in the lowest PSAT quartile, 23% of those from the highest-challenge neighborhoods were enrolled in college in the fall after high school graduation, while 37% of those from the lowest-challenge neighborhoods were enrolled.
  - Among students in the highest PSAT quartile, 72% of those from the highest-challenge neighborhoods were enrolled in college in the fall after high school graduation, while 82% of those from the lowest-challenge neighborhoods were enrolled.
- Within each PSAT quartile, those from lower-challenge neighborhoods were more likely to enroll in a public or private nonprofit four-year institution than students from higher-challenge neighborhoods.

ALSO IMPORTANT:

- The covid-19 pandemic caused large declines in the immediate college enrollment rates of the 2020 high school graduating cohort. Compared with the 2020 cohort, the immediate four-year college enrollment rates of the 2021 cohort increased slightly while the immediate two-year college enrollment rates continued to decline. (Howell, et al., 2022)
- Figure 1.3 shows the sectors of the first postsecondary institutions that students attended. Some students begin in one sector before transferring to another type of institution. For example, 25% of lower-income students and 41% of higher-income students who first enrolled in a public two-year college in 2015 had transferred to a four-year institution by August 2021. (Shapiro, et al., 2022, Table 5a)

NOTE: The percentages in parentheses on the vertical axis represent shares of students in each neighborhood challenge group within each PSAT quartile. College enrollment was as of fall 2021. Lowest PSAT quartile: 800 or lower; second: 810 to 940; third: 950 to 1090; and highest PSAT quartile: 1100 to 1520. The analysis includes 2.3 million U.S. students in the high school class of 2021 who took the PSAT. The neighborhood challenge measure has normed values of 1 to 100 and is comprised of six indicators at the census tract level, including college attendance, household structure, median family income, housing stability, education level, and crime. For more information about these measures, visit: https://secure-media.collegeboard.org/landscape/comprehensive-data-methodology-overview.pdf. Components may not sum to totals because of rounding.

SOURCE: College Board; calculations by the authors.

College Retention and Persistence Rates by PSAT Score and Neighborhood Challenge

Among four-year college students within the same PSAT quartile, those who came from lower-challenge (greater educational opportunity) neighborhoods had higher first-year retention and persistence rates compared to students from higher-challenge (lower educational opportunity) neighborhoods.

FIGURE 1.4 First-Year Retention and Persistence Rates at Four-Year Colleges by Students' PSAT and Neighborhood Challenge Quartiles, High School Graduating Cohort of 2020

■ Retention Rate ■ Persistence Rate

Public Four-Year

PSAT Quartile	Neighborhood Challenge	Retention	Persistence	Total
Lowest PSAT Quartile	Highest	55%	7%	63%
	Third	58%	8%	65%
	Second	61%	9%	70%
	Lowest	65%	10%	76%
Second PSAT Quartile	Highest	65%	8%	73%
	Third	67%	9%	76%
	Second	69%	10%	79%
	Lowest	73%	11%	84%
Third PSAT Quartile	Highest	73%	7%	80%
	Third	75%	9%	83%
	Second	76%	9%	86%
	Lowest	80%	10%	90%
Highest PSAT Quartile	Highest	81%	6%	87%
	Third	84%	6%	90%
	Second	85%	6%	91%
	Lowest	88%	6%	94%

Private Nonprofit Four-Year

PSAT Quartile	Neighborhood Challenge	Retention	Persistence	Total
Lowest PSAT Quartile	Highest	51%	11%	62%
	Third	56%	14%	70%
	Second	62%	13%	75%
	Lowest	67%	14%	81%
Second PSAT Quartile	Highest	62%	12%	74%
	Third	66%	13%	79%
	Second	70%	13%	83%
	Lowest	75%	12%	88%
Third PSAT Quartile	Highest	72%	10%	81%
	Third	75%	11%	86%
	Second	78%	10%	88%
	Lowest	82%	10%	91%
Highest PSAT Quartile	Highest	84%	5%	90%
	Third	86%	6%	92%
	Second	87%	6%	92%
	Lowest	89%	5%	94%

NOTE: Includes 1.2 million students in the 2020 high school graduating cohort who took the PSAT and enrolled in a four-year college in fall 2020. Persistence rate is the percentage of students who return to any college for their second year in fall 2021, while retention rate represents the percentage of students who return to the same institution. Lowest PSAT quartile: 800 or lower; second: 810 to 940; third: 950 to 1090; and highest PSAT quartile: 1100 to 1520. The neighborhood challenge measure has normed values of 1 to 100 and is comprised of six indicators at the census tract level, including college attendance, household structure, median family income, housing stability, education level, and crime. For more information about these measures, visit: https://secure-media.collegeboard.org/landscape/comprehensive-data-methodology-overview.pdf. Components may not sum to totals because of rounding.

- Among recent high school graduates who enrolled in a public four-year college in fall 2020 and were in the highest PSAT quartile, 81% of students who came from the highest-challenge neighborhoods returned to the same institutions in fall 2021, compared to 88% of students from the lowest-challenge neighborhoods. The retention rates were 84% and 89% among similar students at private nonprofit four-year colleges, respectively.

- Among recent high school graduates who enrolled in a public four-year college in fall 2020 and were in the lowest PSAT quartile, first-year retention rates were 55% for students from the highest-challenge neighborhoods and 65% for students from the lowest-challenge neighborhoods. The retention rates were 51% and 67% among similar students at private nonprofit four-year colleges, respectively.

- Students from lower-challenge neighborhoods starting at private nonprofit four-year institutions have somewhat higher persistence rates than these students starting at public four-year colleges.

ALSO IMPORTANT:

- Among recent high school graduates who enrolled in a public two-year college in fall 2020 and took the PSAT while in high school, first-year persistence rates ranged from 51% among students in the lowest PSAT quartile from the highest-challenge neighborhoods to 81% among student in the highest PSAT quartile from the lowest-challenge neighborhoods. (College Board; calculations by the authors)

- Compared to students in the 2019 cohort, the first-year retention rates of students in the 2020 cohort declined at nearly all types of colleges and for nearly all types of students. (Howell, et al., 2022)

- Full-time students are more likely to be retained and persist in college than part-time students. Among students who first enrolled in college in fall 2020, 81% of those who enrolled full time persisted until fall 2021 while only 52% of those who enrolled part time persisted. (Gardner, 2022)

SOURCE: College Board; calculations by the authors.

Educational Attainment

The percentage of young adults in the U.S. between the ages of 25 and 34 with at least a bachelor's degree grew from 11% in 1960 to 24% in 1980 and 1990. In 2021, 41% of adults in this age group had earned at least a bachelor's degree.

FIGURE 1.5A Educational Attainment of Individuals Age 25 to 34, 1940 to 2021, Selected Years

Legend:
- Less than a High School Diploma
- High School Diploma
- Some College or Associate Degree
- Bachelor's Degree or Higher

Year	Less than a High School Diploma	High School Diploma	Some College or Associate Degree	Bachelor's Degree or Higher
2021	6%	26%	27%	41%
2010	12%	27%	28%	33%
2000	12%	31%	28%	29%
1990	14%	41%	22%	24%
1980	15%	40%	22%	24%
1970	26%	44%	14%	16%
1960	42%	36%	11%	11%
1950	49%	32%	9%	5%
1940	64%	22%	7%	6%
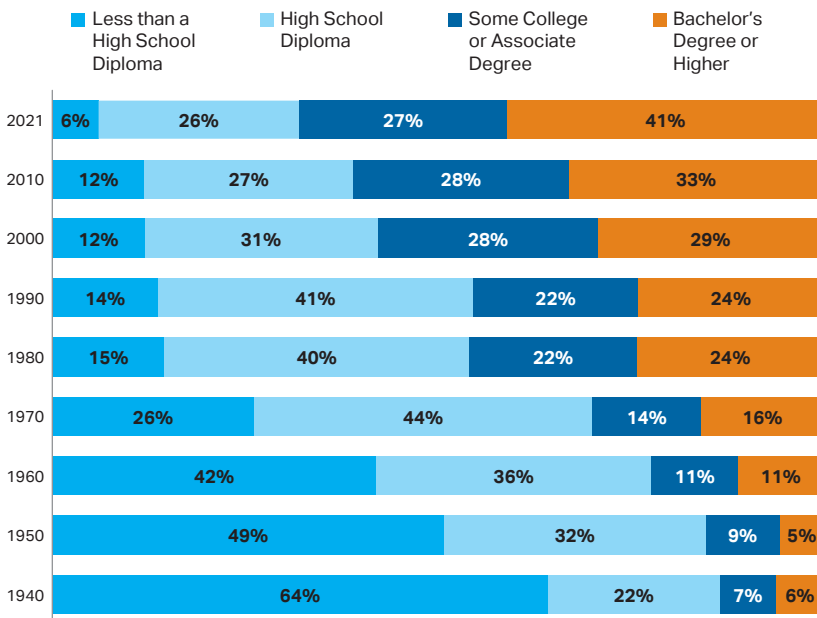
NOTE: Percentages may not sum to 100 because of rounding.
SOURCE: U.S. Census Bureau, Educational Attainment in the United States, 2021, Table A-1.

FIGURE 1.5B Educational Attainment of Individuals by Age Group, 2021

Category	25 to 34	35 to 49	50 to 64	65 and Older
Bachelor's Degree or Higher	41%	42%	36%	33%
Associate Degree	10%	11%	11%	9%
Some College, No Degree	16%	14%	14%	16%
High School Diploma	26%	24%	29%	31%
Less than a High School Diploma	6%	9%	9%	11%
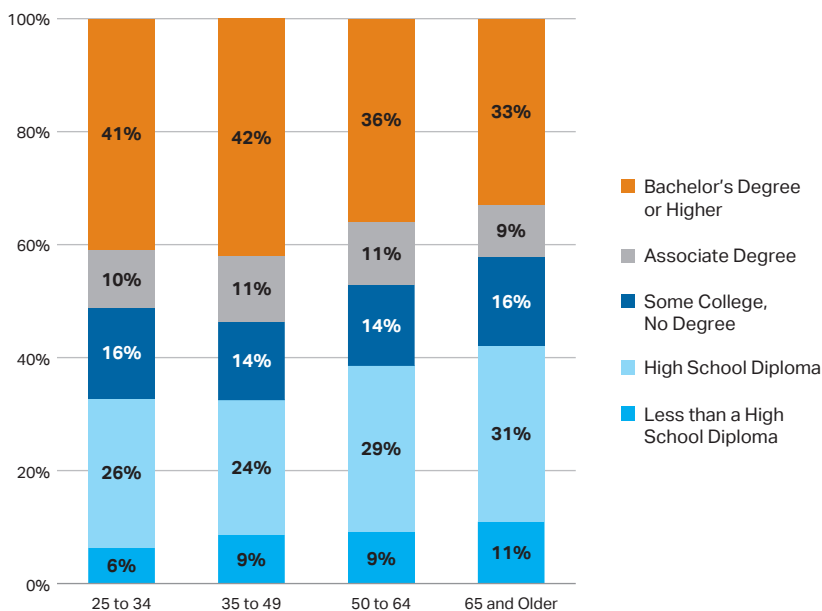
NOTE: Percentages may not sum to 100 because of rounding.
SOURCE: NCES, *Digest of Education Statistics, 2021*, Table 104.30.

- The percentage of adults age 25 to 34 with some college education or an associate degree grew rapidly in the 1970s and again the 1990s. Since 2000, this share has been consistently between 27% and 28%.

- The percentage of adults age 25 to 34 with no postsecondary education experience has been declining over time, from 86% in 1940 to 32% in 2021.

- In 2021, 11% of adults age 35 to 49 held an associate degree and 42% held at least a bachelor's degree.

ALSO IMPORTANT:

- The earnings differential between high school graduates and college graduates has increased over time despite the increasing prevalence of college degrees. This indicates that the demand for college-educated workers in the labor market has increased more rapidly than the supply. (See Goldin and Katz [2008] and Autor [2010] for discussion of the failure of the supply of college graduates to keep up with the demand.)

- With 51% of adults age 25 to 34 holding at least an associate degree in 2021, the United States ranked 12th in educational attainment in this age group among the 38 member countries of the Organisation for Economic Co-operation and Development (OECD). The highest attainment rates were 65% in Japan, 66% in Canada, and 69% in Korea. (OECD, 2021, Chart A1.2)

Educational Attainment by Race/Ethnicity and Gender

The shares of young adults age 25 to 29 who have completed a bachelor's degree increased among all racial/ethnic groups except for American Indian/Alaska Native individuals. In 2021, 12% of Native, 23% of Hispanic, 28% of Black, 45% of White, and 72% of Asian adults age 25 to 29 held a bachelor's degree.

FIGURE 1.6A Percentage of 25- to 29-Year-Olds Who Have Completed a Bachelor's Degree, by Race/Ethnicity, 1981 to 2021
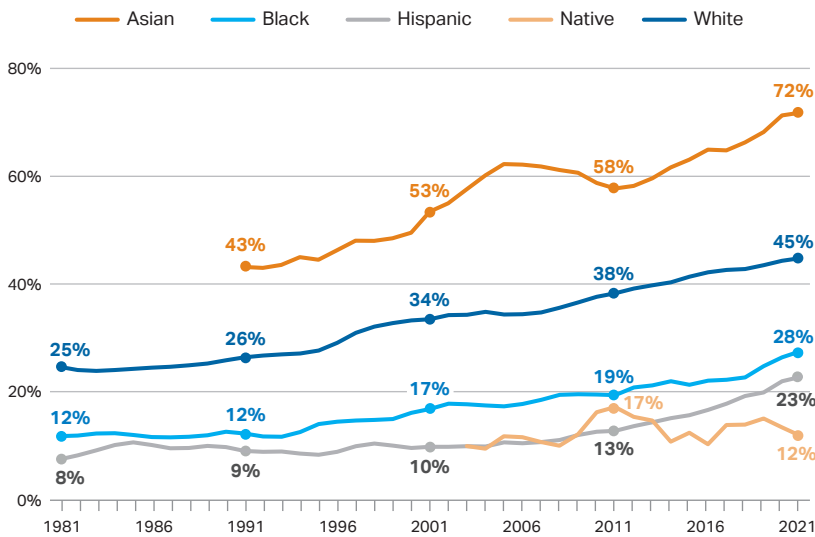
NOTE: Attainment rates are three-year moving averages. Data for the Asian group are not available prior to 1989 and include Pacific Islanders prior to 2003. Data for the American Indian/Alaska Native group are not available prior to 2003 and should be interpreted with caution because of large standard errors.

SOURCE: NCES, *The Condition of Education, 2007*, Table 27-3; *Digest of Education Statistics, 2010*, Table 8; *Digest of Education Statistics, 2013, 2014, and 2021*, Table 104.20.

FIGURE 1.6B Percentage of 25- to 29-Year-Olds Who Have Completed a Bachelor's Degree, by Race/Ethnicity and Gender, 2021
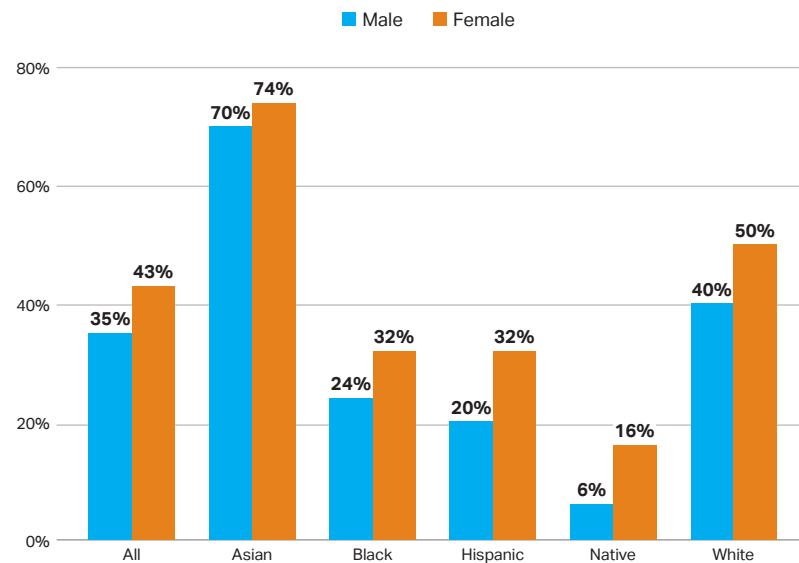
NOTE: Attainment rates are three-year moving averages. Data for the American Indian/Alaska Native group should be interpreted with caution because of large standard errors.

SOURCE: NCES, *Digest of Education Statistics, 2021*, Table 104.20.

- Between 1981 and 2021, the share of adults age 25 to 29 who held a bachelor's degree more than doubled for Black individuals (from 12% to 28%) and almost tripled among Hispanic individuals (from 8% to 23%). The share with a bachelor's degree increased from 25% to 45% for White individuals.

- Between 1981 and 2021, the gaps in the shares of adults age 25 to 29 with a bachelor's degree increased from 13 to 17 percentage points between Black and White adults and increased from 17 to 22 percentage points between Hispanic and White adults.

- Between 1991 and 2021, the share of Asian adults age 25 to 29 with a bachelor's degree increased from 43% to 72%.

- Between 2011 and 2021, the share of American Indian/Alaska Native adults age 25 to 29 with a bachelor's degree was consistently less than 20%.

- Across all racial/ethnic groups, larger shares of 25- to 29-year-old females than males held a bachelor's degree in 2021.

ALSO IMPORTANT:

- Before the 1990s, larger shares of 25- to 29-year-old males held bachelor's degrees than females. Starting in the 1990s, females outpaced males in bachelor's degree completion. (Authors' calculations based on NCES, *The Condition of Education, 2007*, Table 27-3 and *Digest of Education Statistics, 2021*, Table 104.30)

Percentage of 25- to 29-Year-Olds with a Bachelor's Degree over Time

Year	25- to 29-Year-Olds
1981	22%
1991	23%
2001	29%
2011	31%
2021	39%

Educational Attainment by State

In 2019, the percentage of adults age 25 and older with at least a bachelor's degree ranged from 22% in West Virginia and Mississippi to 43% in Colorado, 45% in Massachusetts, and 60% in the District of Columbia.

FIGURE 1.7 Percentage of Adults Age 25 and Older with at Least a Bachelor's Degree, by State, 2000 and 2019
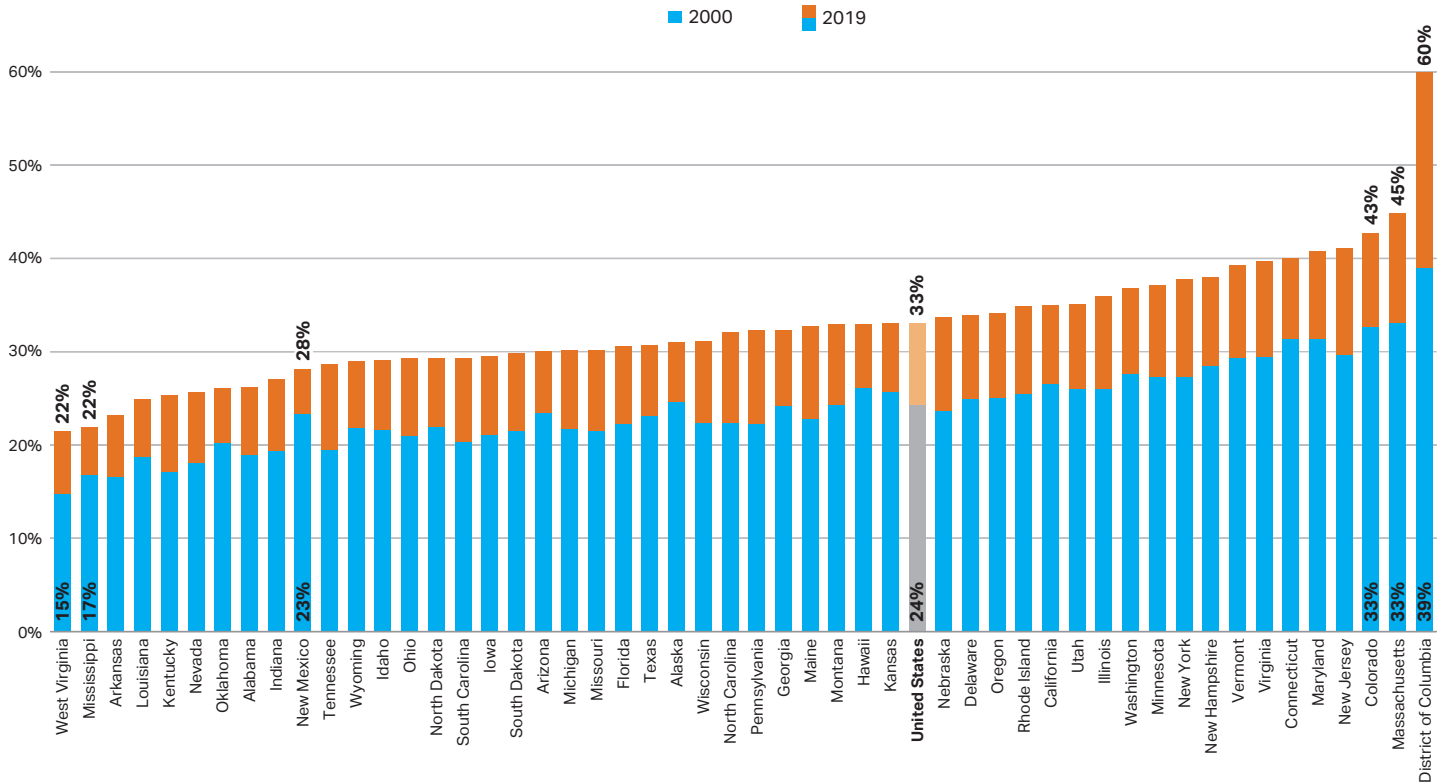
SOURCE: NCES, *Digest of Education Statistics, 2021*, Table 104.88; *Digest of Education Statistics, 2002*, Table 12.

- In 2019, the percentage of adults age 25 and older in the United States with at least a bachelor's degree was 33%, up from 24% in 2000.

- Between 2000 and 2019, the share of adults age 25 and older with at least a bachelor's degree increased in all states. The increases ranged from 5 percentage points in Mississippi and New Mexico to between 10 and 21 percentage points in 12 states and the District of Columbia.

ALSO IMPORTANT:

- In 2021, median household income in the United States was $70,784. Median household income ranged from under $50,000 in Mississippi and West Virginia to over $85,000 in the District of Columbia, Maryland, Massachusetts, New Hampshire, New Jersey, Utah, and Washington. (U.S. Census Bureau, Social and Economic Supplement, Table H-8)

Education, Earnings, and Tax Payments

In 2021, median earnings of bachelor's degree recipients with no advanced degree working full time were $29,000 (65%) higher than those of high school graduates. Bachelor's degree recipients paid an estimated $7,800 (86%) more in taxes and took home $21,200 (60%) more in after-tax income than high school graduates.

- On average, taxes take a larger share of the incomes of individuals with higher earnings, so the after-tax earnings premium is slightly smaller than the pretax earnings premium.

- Median earnings for individuals with associate degrees working full time were 18% higher than median earnings for those with only a high school diploma. After-tax earnings were 16% higher.

- The median total tax payments of full-time workers with a professional degree in 2021 were over 3.4 times as high as the median tax payments of high school graduates working full time. After-tax earnings were about 2.6 times as high.

ALSO IMPORTANT:

- In 2021, 75% of bachelor's degree recipients age 25 and older had earnings and 58% worked full time; 57% of high school graduates age 25 and older had earnings and 42% worked full time. (U.S. Census Bureau, 2022, Table PINC-03)

- Not all the differences in earnings reported here may be attributable to education level. Educational credentials are correlated with a variety of other factors that affect earnings, including, for example, parents' socioeconomic status and some personal characteristics.

- While the average high school graduate may not earn as much as the average college graduate simply by earning a bachelor's degree, rigorous research on the subject suggests that the figures cited here do not measurably overstate the financial return to higher education. (Card, 2001; Carneiro, Heckman, & Vytlacil, 2011; Harmon, Oosterbeek, & Walker, 2003; Hoekstra, 2009; Oreopoulos & Petronijevic, 2013; Rouse, 2005)

FIGURE 2.1 Median Earnings and Tax Payments of Full-Time Year-Round Workers Age 25 and Older, by Education Level, 2021

Legend: ■ Estimated Taxes ■ After-Tax Income

Education Level	Estimated Taxes	After-Tax Income	Total
Professional Degree (2%)	$30,800	$90,800	$121,600
Doctoral Degree (3%)	$30,500	$90,200	$120,700
Master's Degree (12%)	$20,900	$66,400	$87,300
Bachelor's Degree (27%)	$16,900	$56,400	$73,300
Associate Degree (11%)	$11,200	$40,900	$52,100
Some College, No Degree (15%)	$10,800	$40,100	$50,900
High School Diploma (25%)	$9,100	$35,200	$44,300
Less than a High School Diploma (6%)	$7,000	$28,800	$35,800
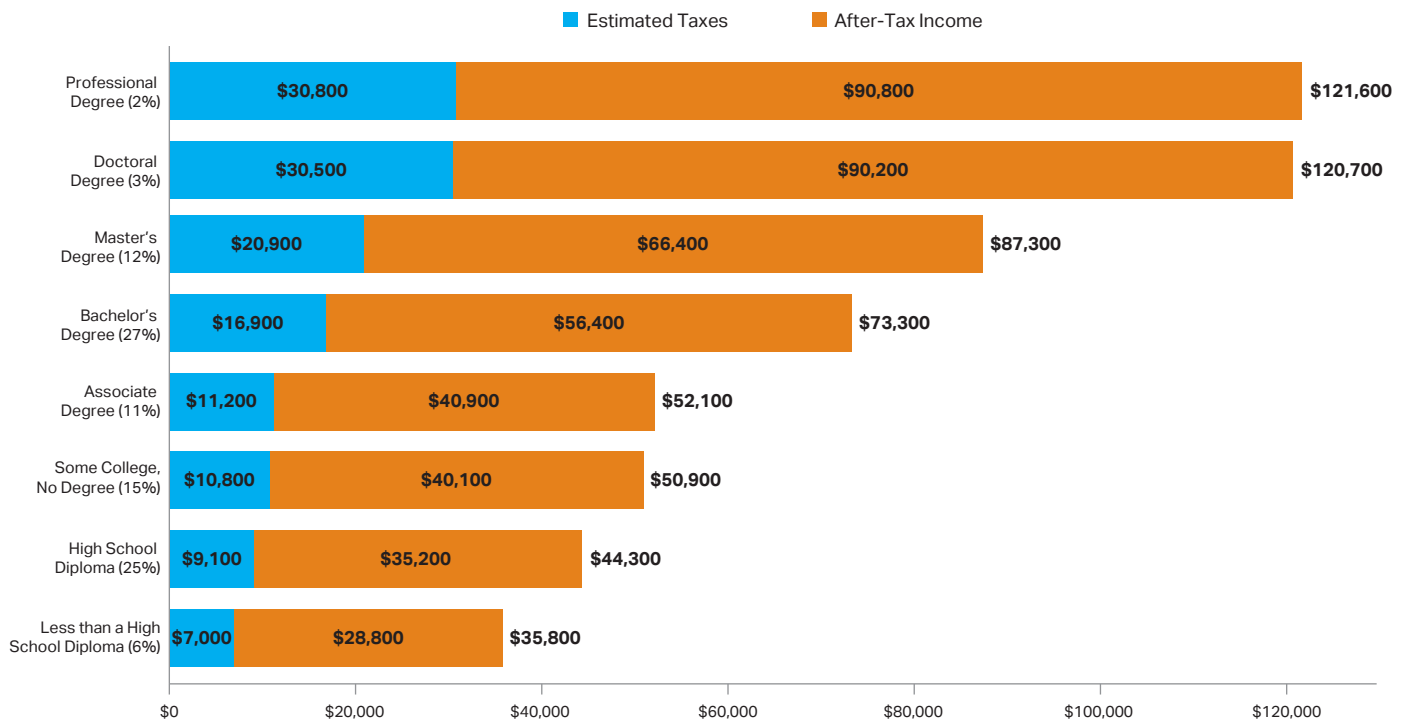
NOTE: The percentages in parentheses on the vertical axis indicate the shares of all full-time year-round workers age 25 and older with each education level in 2021. The bars show median earnings at each education level. The blue segments represent the estimated average federal income, Social Security, Medicare, state and local income, sales, and property taxes paid at these income levels. The orange segments show after-tax earnings. Percentages may not sum to 100 because of rounding.

SOURCE: U.S. Census Bureau, Income, Poverty, and Health Insurance in the United States, 2021, Table PINC-03; Internal Revenue Service, 2020; Wiehe et al., 2018; calculations by the authors.

Earnings Premium Relative to Price of Education

The typical four-year college graduate who enrolls at age 18 and graduates in four years can expect to earn enough relative to a high school graduate by age 34 to compensate for being out of the labor force for four years and for borrowing the full tuition and fees and books and supplies without any grant aid.

FIGURE 2.2A Estimated Cumulative Full-Time Median Earnings (in 2020 Dollars) Net of Loan Repayment for Tuition and Fees and Books and Supplies, by Education Level
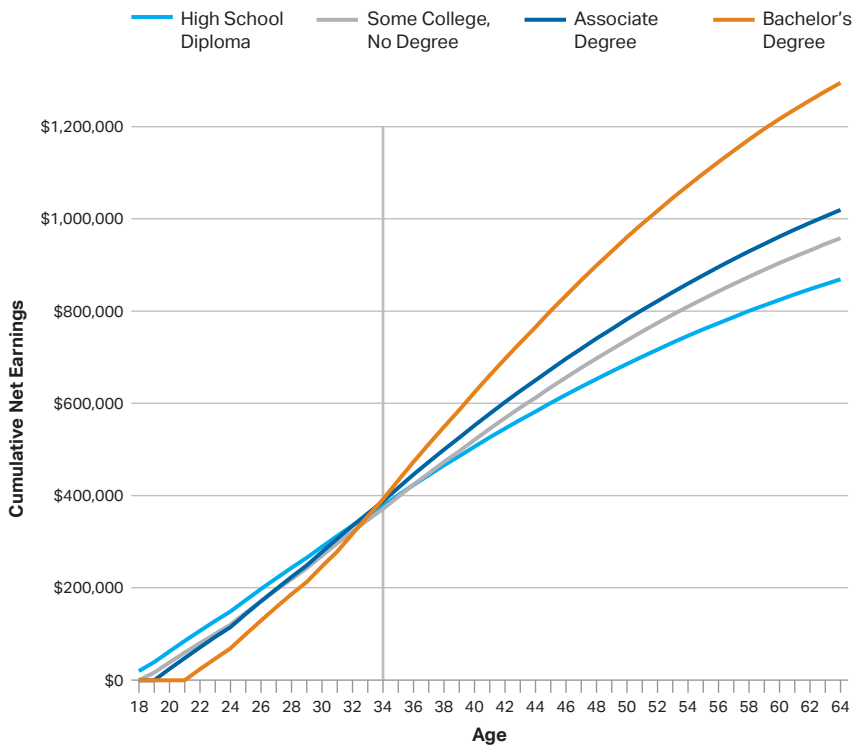
- For the typical associate degree recipient who pays the published tuition and fees and books and supplies at a community college and earns an associate degree two years after high school graduation, total earnings exceed those of high school graduates by age 33.

- For the typical student who attends a public college for a year and leaves without a degree, total earnings exceed those of high school graduates by age 36.

- The longer college graduates remain in the workforce, the greater the payoff to their investment in higher education.

ALSO IMPORTANT:

- Figure 2.2A shows the cumulative earnings for full-time year-round workers. Individuals with higher levels of education are more likely to work full time year-round than those with lower levels of education.

- Figure 2.2A shows the cumulative earnings using median earnings and weighted average four-year tuition and fees and books and supplies. Results using some alternative assumptions are shown in Figure 2.2B.

Assumptions for Figure 2.2A

	Age Starting Full-Time Work	Price of Tuition and Fees and Books and Supplies
High School Diploma	18	None
Some College, No Degree	19	Weighted average of public two-year and public four-year price: 2020-21: $9,870
Associate Degree	20	Average public two-year price: 2020-21: $5,210; 2021-22: $5,260
Bachelor's Degree	22	Weighted average of public and private nonprofit four-year price: 2020-21: $20,030; 2021-22: $20,400; 2022-23: $20,940; 2023-24: $21,570.

NOTE: This analysis excludes bachelor's degree recipients who earn advanced degrees. We assume that students borrow the cost of tuition and fees and books and supplies and pay it off over 10 years after graduation with a 4.99% annual interest rate during and after college. Tuition/loan payments and earnings are discounted at 3%, compounded every year beyond age 18. The 2023-24 price is projected using the 2022-23 price and a 3% annual increase.

SOURCE: U.S. Census Bureau, American Community Survey, 2016–2020 Five-Year Public Use Microdata Sample; College Board, *Trends in College Pricing and Student Aid 2022*; calculations by the authors.

Median Earnings by Education Level and Age, 2016–2020

Age	High School Diploma	Some College, No Degree	Associate Degree	Bachelor's Degree
18	$20,500	$0	$0	$0
19	$20,500	$18,700	$0	$0
20	$25,600	$25,600	$28,200	$0
21	$25,600	$25,600	$28,200	$0
22 to 24	$25,600	$25,600	$28,200	$38,900
25 to 29	$31,500	$34,200	$37,400	$50,300
30 to 34	$35,200	$40,200	$43,500	$60,600
35 to 39	$39,100	$45,400	$50,100	$70,400
40 to 44	$40,600	$48,700	$52,200	$75,500
45 to 49	$42,300	$51,100	$54,300	$80,100
50 to 54	$43,500	$52,200	$55,500	$80,500
55 to 59	$43,500	$52,300	$56,300	$80,500
60 to 64	$43,000	$52,200	$56,300	$76,100

Earnings Premium Relative to Price of Education: Alternative Scenarios

The break-even age (age at which cumulative earnings of college graduates exceed those of high school graduates) increases with the amount of time students take to earn their degrees. Grant aid that reduces the net price of college shortens the break-even period.

FIGURE 2.2B Age at Which Cumulative Earnings of College Graduates Exceed Those of High School Graduates, by Degree and College Cost

Tuition and Fees and Books and Supplies
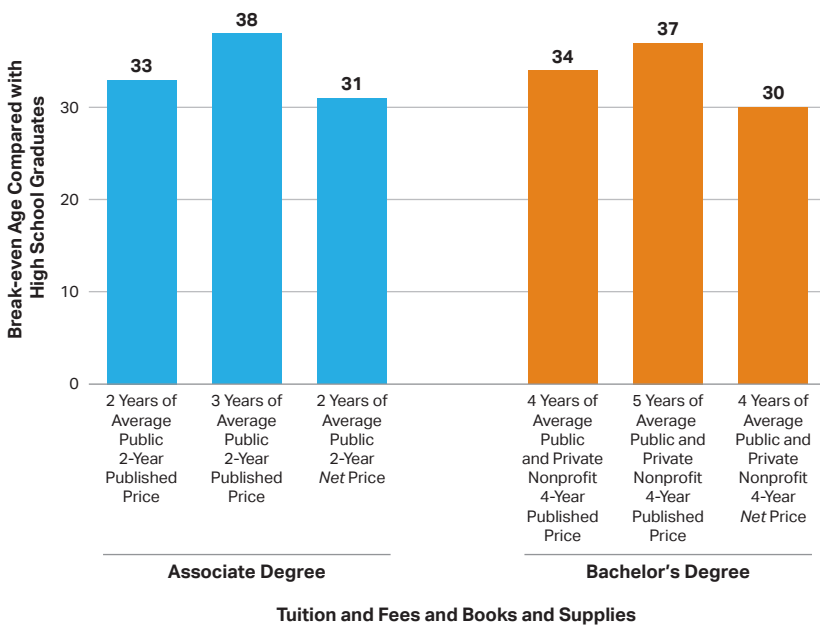
- Compared with high school graduates with median earnings working full time, the break-even age for associate degree recipients with median earnings is 33 if they pay the average public two-year published tuition and fees and books and supplies for two years. The break-even age increases to 38 if they pay these expenses for three years; the breakeven age is 31 if they receive the average amount of grant aid and pay *net* tuition and fees and buy books and supplies for two years.

- The break-even age depends on the length of study. As an example, for students paying the published price and taking five years to complete a bachelor's degree, the break-even age is 37. Full-pay students who complete a bachelor's degree in four years have a projected break-even age of 34. The break-even age is 30 if students receive the average amount of grant aid and pay *net* tuition and fees and buy books and supplies for four years.

ALSO IMPORTANT:

- The calculations for Figures 2.2A and 2.2B are based on median earnings for full-time year-round workers. There is considerable variation in earnings within each education level. (Figure 2.3)

- Figures 2.2A and 2.2B assume that students have no earnings while attending school full time. Some students work part time while in school.

Assumptions for Figure 2.2B

Education Level	Age Starting Full-Time Work	Price of Tuition and Fees and Books and Supplies
High School Diploma	18	None
Associate Degree		
Baseline (two years of average public two-year published price)	20	2020-21: $5,210; 2021-22: $5,260
Three years of average public two-year published price	21	2020-21: $5,210; 2021-22: $5,260; 2022-23: $5,320
Two years of average public two-year *net* price	20	2020-21: $810; 2021-22: $710
Bachelor's Degree		
Baseline (four years of average public and private nonprofit four-year published price)	22	2020-21: $20,030; 2021-22: $20,400; 2022-23: $20,940; 2023-24: $21,570
Five years of average public and private nonprofit four-year published price	23	2020-21: $20,030; 2021-22: $20,400; 2022-23: $20,940; 2023-24: $21,570; 2024-25: $22,220
Four years of average public and private nonprofit four-year *net* price	22	2020-21: $7,440; 2021-22: $7,300; 2022-23: $7,300; 2023-24: $7,520

NOTE: This analysis excludes bachelor's degree recipients who earn advanced degrees. We assume that students borrow the cost of tuition and fees and books and supplies and pay it off over 10 years after graduation with a 4.99% annual interest rate during and after college. Tuition/loan payments and earnings are discounted at 3%, compounded every year beyond age 18. The 2023-24 and 2024-25 prices are projected using the 2022-23 price and a 3% annual increase.

SOURCE: U.S. Census Bureau, American Community Survey, 2016–2020 Five-Year Public Use Microdata Sample; College Board, *Trends in College Pricing and Student Aid 2022*; calculations by the authors.

Variation in Earnings Within Levels of Education

Median earnings are higher for those with higher levels of education, but there is variation in earnings at each level of educational attainment.

- The percentage of full-time year-round workers age 35 to 44 earning $100,000 or more in 2021 ranged from 4% of those without a high school diploma and 7% of high school graduates to 35% of those whose highest attainment was a bachelor's degree and 49% of advanced degree holders. Among advanced degree holders, 24% earned $150,000 or more; this share was 14% among bachelor's degree holders.

- In 2021, while 24% of full-time year-round workers age 35 to 44 earned less than $40,000, 61% of those without a high school diploma and 41% of those with only a high school diploma were in this income category. In contrast, 12% of those whose highest attainment was a bachelor's degree and 5% of those with advanced degrees fell into this category.

- In 2021, 20% of full-time year-round workers age 35 to 44 held advanced degrees, 28% held bachelor's degrees, while 22% held only a high school diploma and 5% did not graduate from high school.

ALSO IMPORTANT:

- Figure 2.3 includes only full-time year-round workers. The percentage of individuals who are employed rises with level of education, as does the percentage of those employed who work full time. (U.S. Census Bureau, Income, Poverty, and Health Insurance in the United States, 2021, Table PINC-03; calculations by the authors)

- Figure 2.3 includes workers between the ages of 35 and 44, an age group when the majority of full-time workers have finished school and started a career.

- Some of the variation in earnings is associated with fields of study, occupation, and location. Earnings also differ by gender and race/ethnicity. (Figures 2.4 through 2.11)

FIGURE 2.3 Earnings Distribution of Full-Time Year-Round Workers Age 35 to 44, by Education Level, 2021
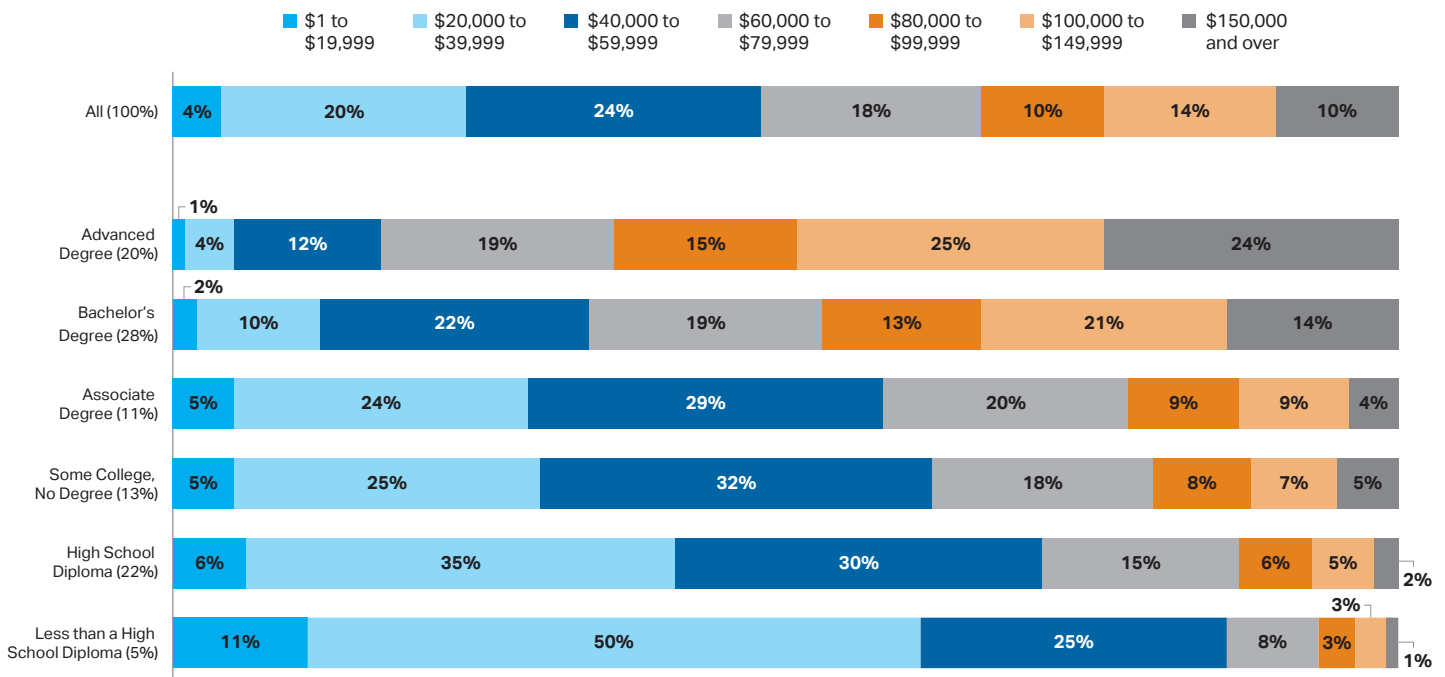
NOTE: The percentages shown in parentheses on the vertical axis represent shares of full-time year-round workers age 35 to 44 with each education level. Percentages may not sum to 100 because of rounding.

SOURCE: U.S. Census Bureau, Current Population Survey, Annual Social and Economic Supplement, 2022; calculations by the authors.

Earnings by Race/Ethnicity, Gender, and Education Level

Between 2019 and 2021, median earnings of individuals age 25 to 34 working full time year-round with a bachelor's degree ranged from $50,100 among Black females and $50,500 among Hispanic females to $71,700 among White males and $75,800 among Asian males.

FIGURE 2.4 Median Earnings (in 2021 Dollars) of Full-Time Year-Round Workers Age 25 to 34, by Race/Ethnicity, Gender, and Education Level, 2019–2021
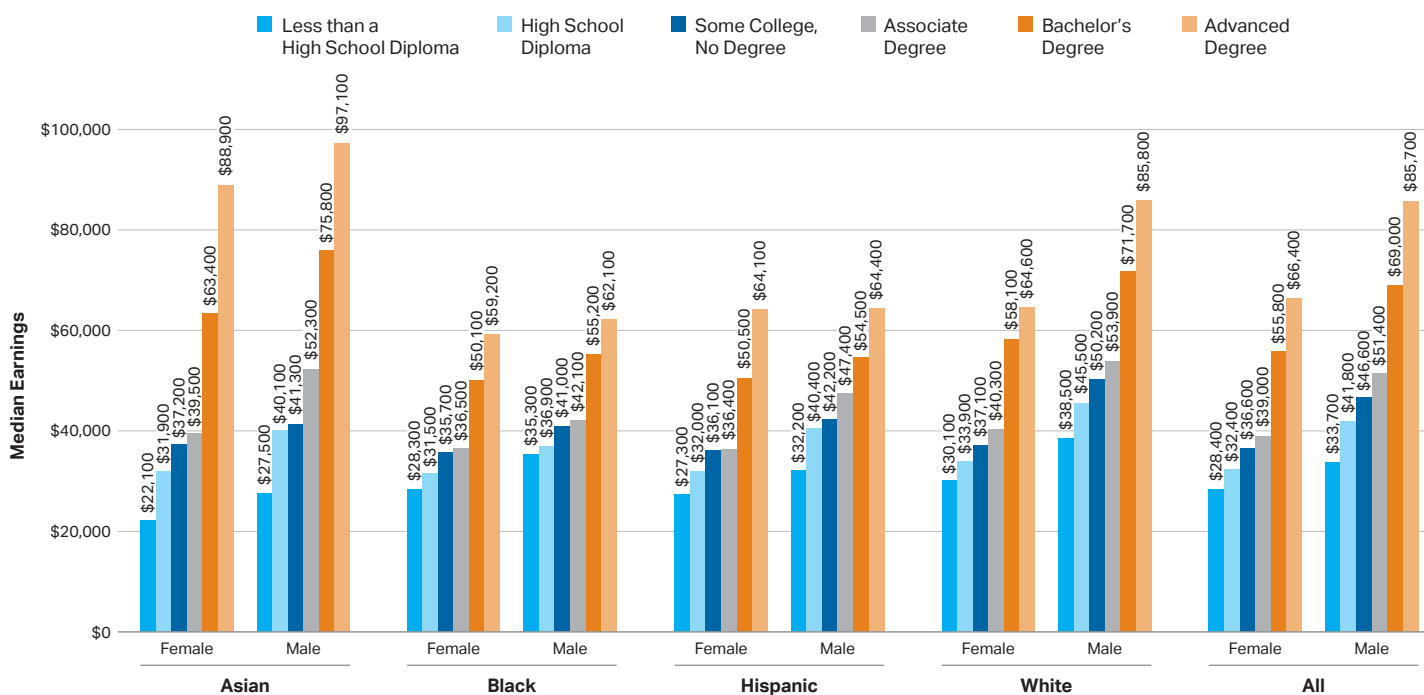
NOTE: Earnings in 2019 and 2020 are adjusted to 2021 dollars using the Consumer Price Index for all urban consumers. Median earnings are the medians of combined data. The "Asian," "Black," and "White" categories include individuals who reported one race only and non-Hispanic.

SOURCE: U.S. Census Bureau, Current Population Survey, Annual Social and Economic Supplement, 2020, 2021, and 2022; calculations by the authors.

- The earnings premium for a bachelor's degree relative to a high school diploma was the highest among Asian males and females, whose median earnings were about twice as high as for those with a high school diploma.

- The earnings gap between 25- to 34-year-old associate degree recipients and high school graduates working full time ranged from 14% ($4,400) among Hispanic females and 14% among Black males ($5,200) to 30% ($12,200) among Asian males.

- Among full-time workers age 25 to 34, median earnings of white males with a bachelor's degree were 23% higher than median earnings of white females with a bachelor's degree. The gender gaps were: 20% among Asian, 10% among Black, and 8% among Hispanic bachelor's degree recipients.

ALSO IMPORTANT:

- Between 2019 and 2021, the proportion of individuals age 25 to 34 working full time year-round ranged from 37% for those without a high school diploma to 72% for those with an advanced degree.

Ratio of Median Earnings of Bachelor's Degree Recipients to Median Earnings of High School Graduates, by Race/Ethnicity and Gender, Full-Time Year-Round Workers, 2019–2021

		BA/HS Earnings Ratio	
		Ages 25-34	Ages 25 and Older
Asian	Female	1.99	1.94
	Male	1.89	2.00
Black	Female	1.59	1.57
	Male	1.50	1.52
Hispanic	Female	1.58	1.58
	Male	1.35	1.50
White	Female	1.71	1.60
	Male	1.58	1.66
All	Female	1.72	1.70
	Male	1.65	1.68

For detailed data behind the graphs and additional information, please visit: research.collegeboard.org/trends.

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Earnings by Gender and Education Level

Earnings of full-time year-round workers are strongly correlated with level of education, but there is variation in earnings among both men and women at each level of educational attainment.

- In 2021, median earnings of female four-year college graduates were $62,200, $24,800 (66%) more than median earnings of female high school graduates. Median earnings of male bachelor's degree recipients were $85,300, $35,800 (72%) higher than median earnings of male high school graduates.

- In 2021, 25% of females with a college degree earned less than $44,400 and 25% earned more than $94,200. Among male college graduates, 25% earned less than $56,000 and 25% earned above $126,200.

- In 2021, 62% of males with some college education but no degree and 65% of males holding associate degrees earned more than the median earnings of male high school graduates ($49,500).

- In 2021, 62% of females with some college education but no degree and 66% of females holding associate degrees earned more than the median earnings of female high school graduates ($37,400).

ALSO IMPORTANT:

- In 2021, 14% of female high school graduates earned more than the median for female college graduates, and 16% of female college graduates earned less than the median for female high school graduates.

- In 2021, 13% of male high school graduates earned more than the median for male college graduates, and 17% of male college graduates earned less than the median for male high school graduates.

- Figure 2.5 includes only full-time year-round workers ages 25 and older. Among both men and women, the percentage of individuals who are employed rises with level of education, as does the percentage of those employed who are working full time. (U.S. Census Bureau, Income, Poverty, and Health Insurance in the United States, 2021, Table PINC-03; calculations by the authors)

FIGURE 2.5 Median, 25th Percentile, and 75th Percentile Earnings of Full-Time Year-Round Workers Age 25 and Older, by Gender and Education Level, 2021

Female chart data:

- Less than a High School Diploma: 75th $39,900, Median $30,500, 25th $21,700
- High School Diploma: 75th $51,900, Median $37,400, 25th $27,900
- Some College, No Degree: 75th $60,900, Median $43,100, 25th $31,600
- Associate Degree: 75th $65,500, Median $46,700, 25th $32,300
- Bachelor's Degree: 75th $94,200, Median $62,200, 25th $44,400
- Master's Degree: 75th $107,300, Median $76,400, 25th $56,100
- Doctoral Degree: 75th $150,100, Median $100,500, 25th $69,400
- Professional Degree: 75th $175,600, Median $102,400, 25th $72,600

Male chart data:

- Less than a High School Diploma: 75th $52,200, Median $39,200, 25th $27,500
- High School Diploma: 75th $69,800, Median $49,500, 25th $34,800
- Some College, No Degree: 75th $80,800, Median $56,300, 25th $40,800
- Associate Degree: 75th $82,500, Median $61,000, 25th $42,200
- Bachelor's Degree: 75th $126,200, Median $85,300, 25th $56,000
- Master's Degree: 75th $151,200, Median $101,600, 25th $71,200
- Doctoral Degree: 75th $222,000, Median $142,300, 25th $82,000
- Professional Degree: 75th $250,000, Median $146,500, 25th $82,000

Legend: 75th Percentile, Median, 25th Percentile

NOTE: This graph shows earnings by education level separately for female and male full-time year-round workers age 25 and older. The bottom of each bar shows the 25th percentile; 25% of the people in the group earn less than this amount. The box shows median earnings for the group. The top of the bar shows the 75th percentile; 25% of the people in the group earn more than this amount.

SOURCE: U.S. Census Bureau, Income, Poverty, and Health Insurance in the United States, 2021, PINC-03; calculations by the authors.

Earnings over Time by Gender and Education Level

In 2021, among full-time year-round workers between the ages of 25 and 34, median earnings for women with at least a bachelor's degree were $60,540, compared with $34,590 for those with a high school diploma.

- In 2021, among full-time year-round workers between the ages of 25 and 34, median earnings for men with at least a bachelor's degree were $75,430, compared with $42,460 for those with a high school diploma.

- Between 2011 and 2021, inflation-adjusted median earnings of full-time year-round workers age 25 to 34 increased by 7% for male high school graduates and 13% for men with at least a bachelor's degree. For women, the 10-year percentage change was 7% for high school graduates and 10% for those with at least a bachelor's degree.

- Among those with a bachelor's degree or higher, 27% of men and 34% of women had advanced degrees in 2021, compared with 23% of men and 24% of women two decades earlier.

ALSO IMPORTANT:

- In 2021, 53% of 25- to 34-year-old women worked full time year-round, ranging from 22% of those without a high school diploma to 66% of those with at least a bachelor's degree. (U.S. Census Bureau, Income, Poverty, and Health Insurance in the United States, 2021, Table PINC-03; calculations by the authors)

- In 2021, 69% of 25- to 34-year-old men worked full time year-round, ranging from 48% of those without a high school diploma to 77% of those with at least a bachelor's degree. (U.S. Census Bureau, Income, Poverty, and Health Insurance in the United States, 2021, Table PINC-03; calculations by the authors)

FIGURE 2.6 Median Earnings (in 2021 Dollars) of Full-Time Year-Round Workers Age 25 to 34, by Gender and Education Level, 1981 to 2021
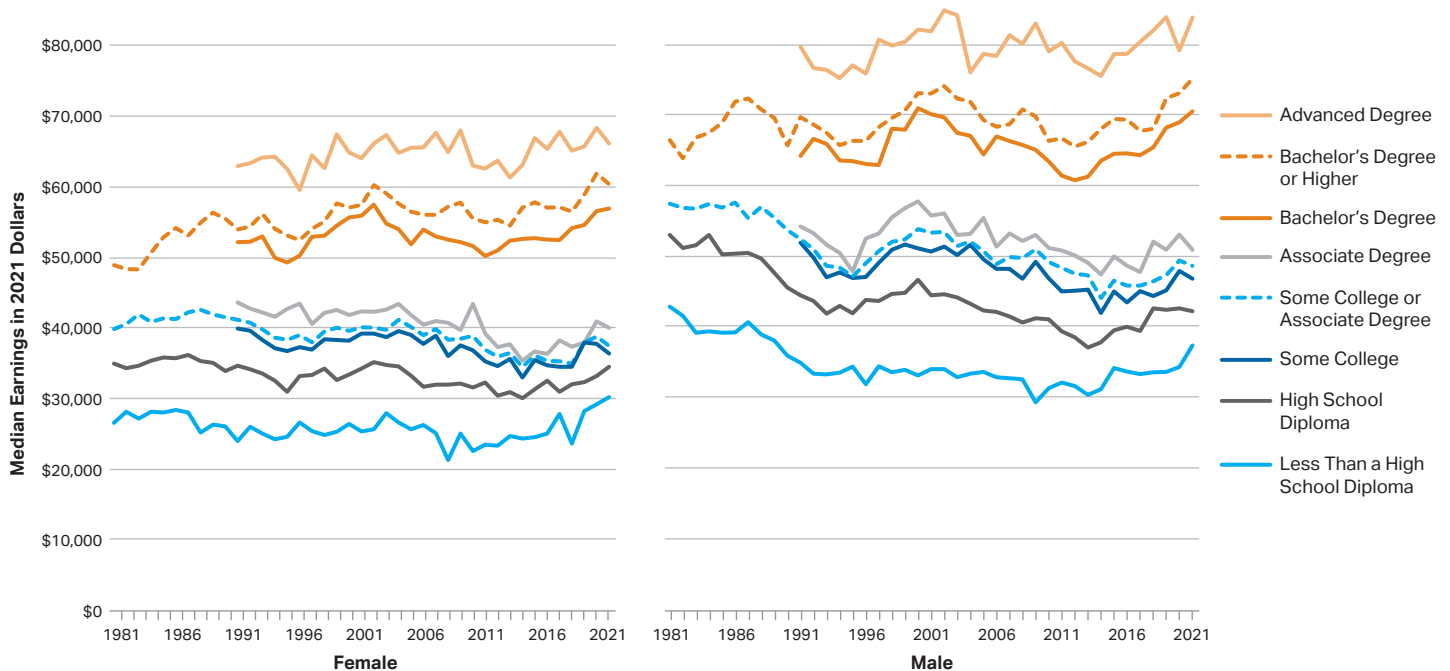
Percentage of "Bachelor's Degree or Higher" with Advanced Degrees (Master's, Doctoral, or Professional)

	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Female	24%	26%	27%	27%	27%	28%	31%	30%	28%	32%	31%	32%	31%	32%	34%	32%	32%	33%	32%	34%	34%
Male	23%	24%	25%	25%	25%	25%	24%	28%	27%	24%	25%	25%	28%	28%	28%	30%	27%	26%	27%	28%	27%

SOURCE: Data for 1993 and prior: NCES, *The Condition of Education, 2014*; Data for 1994 through 2020: U.S. Census Bureau, Income, Poverty, and Health Insurance in the United States, 1995 to 2020, PINC tables; Data for 2021: U.S. Census Bureau, Current Population Survey, Annual Social and Economic Supplement, 2021; CPI-U: Bureau of Labor Statistics; calculations by the authors.

For detailed data behind the graphs and additional information, please visit: research.collegeboard.org/trends.

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Earnings Paths

Across all education levels, earnings generally increase fastest between the ages of 25 and 34 and peak between the ages of 50 and 59.

- Between 2016 and 2020, median earnings for individuals age 55 to 59 working full time year-round whose highest degree was a bachelor's degree were 60% higher than the median earnings for 25- to 29-year-olds with this level of education. For high school graduates, earnings of the older group were 38% higher than earnings of the younger group.

- The gap between median earnings of college graduates without advanced degrees and high school graduates ranged from $18,800 (60%) for 25- to 29-year-olds to $37,800 (89%) for 45- to 49-year-olds between 2016 and 2020.

- Between 2016 and 2020, the gap between median earnings of associate degree holders and high school graduates was $5,900 (19%) for 25- to 29-year-olds and $11,600 (29%) for 40- to 44-year-olds.

- The earnings path is the steepest for individuals with advanced degrees. Between 2016 and 2020, the gap in median earnings between those with professional degrees and those with bachelor's degrees was $13,100 (26%) for 25- to 29-year-olds and $70,600 (93%) for 60- to 64-year-olds.

FIGURE 2.7 Median Earnings (in 2020 Dollars) of Full-Time Year-Round Workers, by Age and Education Level, 2016–2020
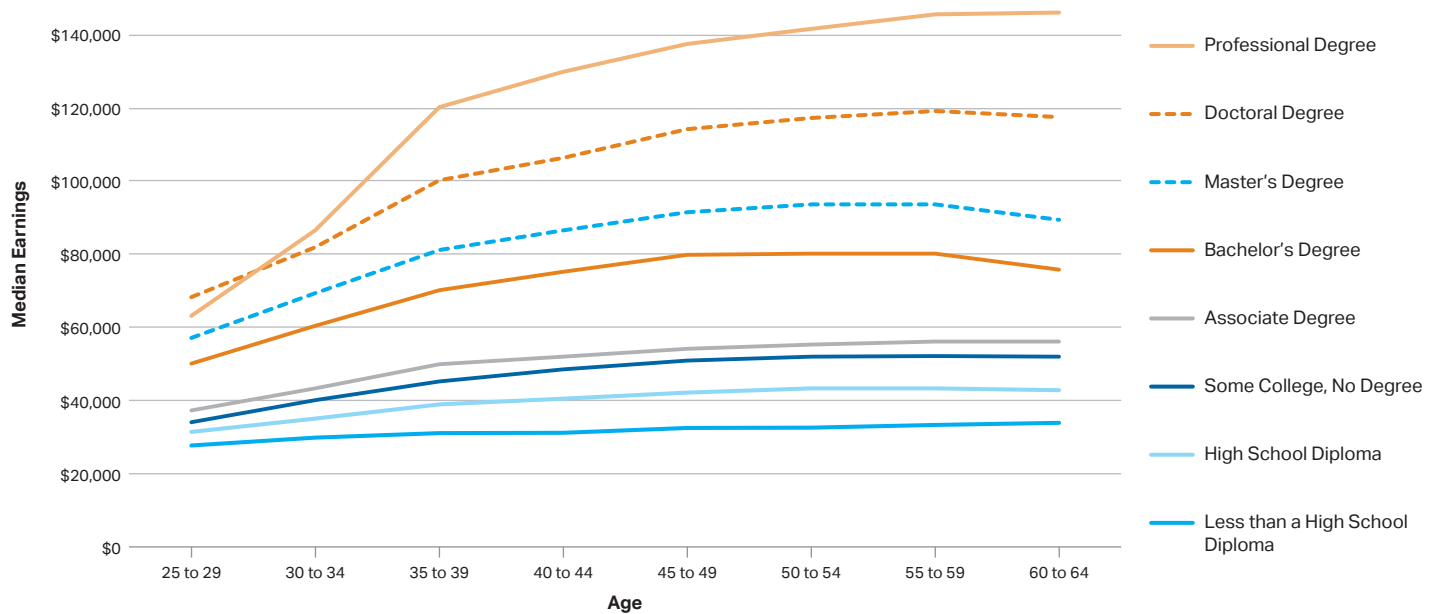
	Median Earnings of Full-Time Year-Round Workers, 2016–2020							
	Less than a High School Diploma	High School Diploma	Some College, No Degree	Associate Degree	Bachelor's Degree	Master's Degree	Doctoral Degree	Professional Degree
25 to 29	$27,800	$31,500	$34,200	$37,400	$50,300	$57,300	$68,500	$63,400
30 to 34	$29,900	$35,200	$40,200	$43,500	$60,600	$69,600	$82,200	$86,900
35 to 39	$31,200	$39,100	$45,400	$50,100	$70,400	$81,500	$100,600	$120,700
40 to 44	$31,300	$40,600	$48,700	$52,200	$75,500	$86,900	$106,800	$130,400
45 to 49	$32,600	$42,300	$51,100	$54,300	$80,100	$91,800	$114,700	$138,100
50 to 54	$32,700	$43,500	$52,200	$55,500	$80,500	$94,000	$117,700	$142,200
55 to 59	$33,400	$43,500	$52,300	$56,300	$80,500	$94,000	$119,600	$146,200
60 to 64	$34,000	$43,000	$52,200	$56,300	$76,100	$89,800	$118,000	$146,700
Ratio of 55-59 Median to 25-29 Median	120%	138%	153%	151%	160%	164%	175%	231%

NOTE: Based on the 2016 to 2020 American Community Survey five-year combined data file. Earnings are adjusted to 2020 dollars using the Consumer Price Index for all urban consumers from the Bureau of Labor Statistics. Median earnings are the median of combined data.

SOURCE: U.S. Census Bureau, American Community Survey, 2016–2020 Five-Year Public Use Microdata Sample; calculations by the authors.

Earnings by Occupation and Education Level

Many four-year college graduates work in occupations that also employ a significant number of individuals with no college credentials. In all these occupations, bachelor's degree recipients earn more than high school graduates on average.

- Within each education level, earnings vary considerably by occupation.

- Between 2016 and 2020, among occupations that employed large numbers of both high school graduates and college graduates, the median earnings of those with only a high school diploma ranged from $33,900 (in 2020 dollars) for customer service representatives to $64,100 for general and operations managers; the median earnings of those with at least a bachelor's degree ranged from $42,600 (in 2020 dollars) for general office clerks to $95,600 for wholesale and manufacturing sales representatives.

- Between 2016 and 2020, the earnings gap between those with at least a bachelor's degree and high school graduates working in the same occupation varied significantly, ranging from 12% for bookkeeping, accounting, and auditing clerks to 78% for first-line supervisors of nonretail sales workers.

ALSO IMPORTANT:

- Figure 2.8 shows occupational differences in earnings, which do not necessarily correspond to differences in earnings related to postsecondary fields of study shown in Figure 2.9.

- Some occupations require at least a bachelor's degree. While most of these occupations (for example, doctors and lawyers) have high payoffs in terms of earnings, others (such as teaching) are not as remunerative. (Baum, Kurose, & Ma, 2013)

FIGURE 2.8 Median Earnings (in 2020 Dollars) of Full-Time Workers Age 25 and Older with a High School Diploma and Those with at Least a Bachelor's Degree, by Occupation, 2016–2020
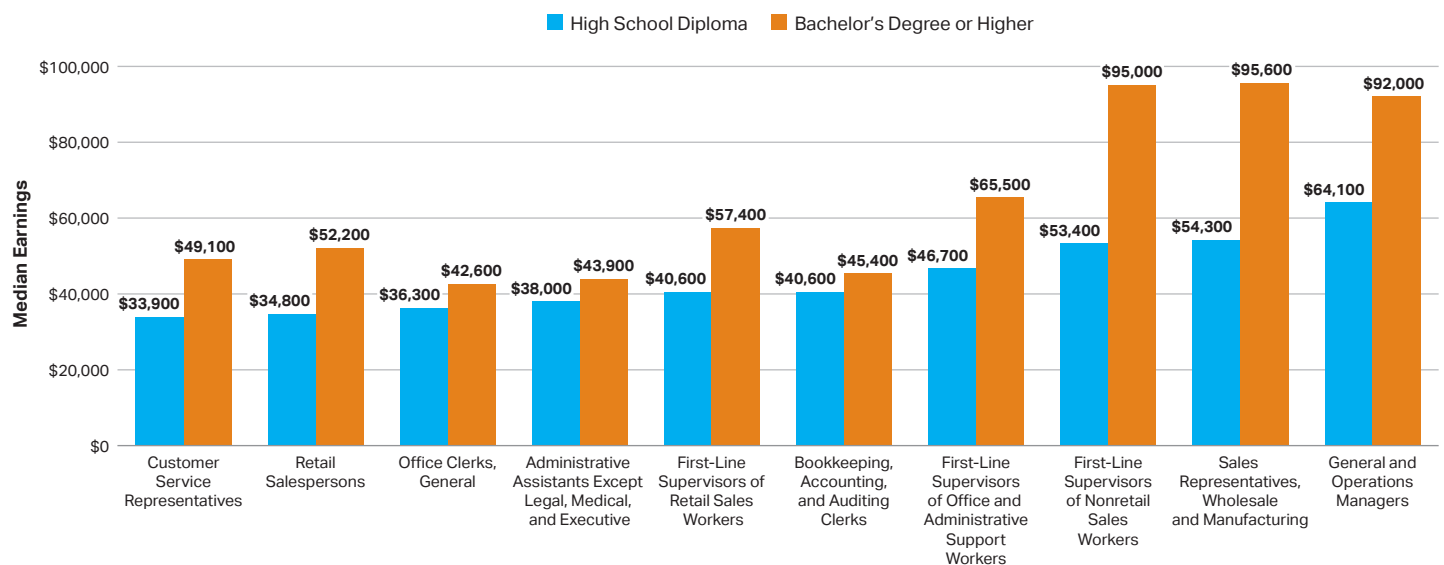
	Customer Service Representatives	Retail Salespersons	Office Clerks, General	Administrative Assistants Except Legal, Medical, and Executive	First-Line Supervisors of Retail Sales Workers	Bookkeeping, Accounting, and Auditing Clerks	First-Line Supervisors of Office and Administrative Support Workers	First-Line Supervisors of Nonretail Sales Workers	Sales Representatives, Wholesale and Manufacturing	General and Operations Managers
% of FT Workers with										
High School Diploma	26%	30%	30%	27%	29%	28%	21%	21%	17%	17%
Bachelor's Degree or Higher	28%	26%	22%	24%	26%	18%	36%	44%	50%	46%
BA/HS Earnings Ratio	1.45	1.50	1.17	1.15	1.42	1.12	1.40	1.78	1.76	1.44

NOTE: Includes 10 largest occupations with at least 15% of full-time workers with only a high school diploma and another 15% with at least a bachelor's degree.

SOURCE: U.S. Census Bureau, American Community Survey, 2016–2020 Five-Year Public Use Microdata Sample; calculations by the authors.
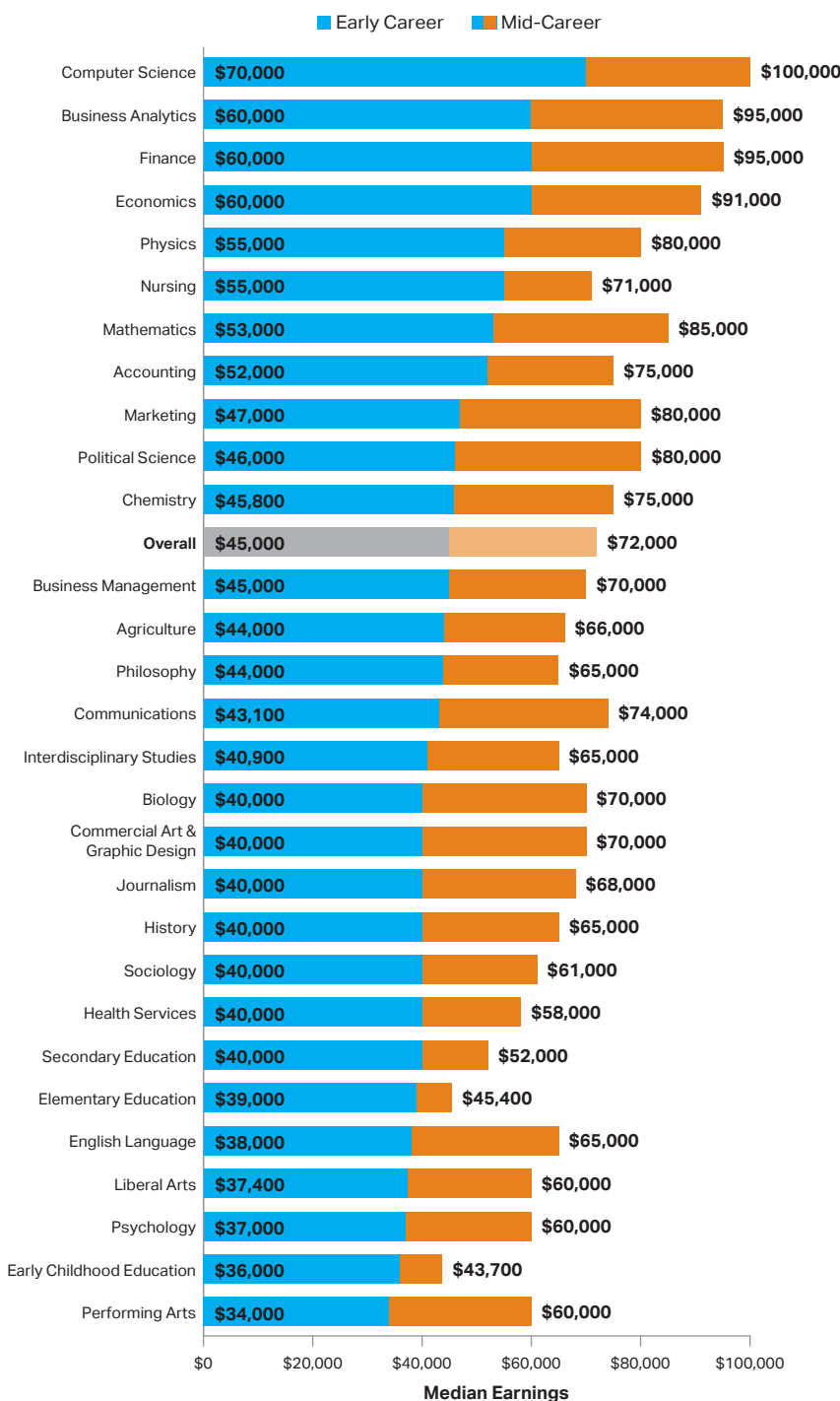
For detailed data behind the graphs and additional information, please visit: **research.collegeboard.org/trends**.

Earnings by College Major

In 2018 and 2019, median earnings for bachelor's degree recipients without an advanced degree were $45,000 per year for those in early career (age 22 to 27) and $72,000 for those in their mid-career (age 35 to 45).

FIGURE 2.9 Median Earnings of Early Career and Mid-Career College Graduates Working Full Time, by College Major, 2018–2019

Legend: ■ Early Career ■ Mid-Career

College Major	Early Career	Mid-Career
Computer Science	$70,000	$100,000
Business Analytics	$60,000	$95,000
Finance	$60,000	$95,000
Economics	$60,000	$91,000
Physics	$55,000	$80,000
Nursing	$55,000	$71,000
Mathematics	$53,000	$85,000
Accounting	$52,000	$75,000
Marketing	$47,000	$80,000
Political Science	$46,000	$80,000
Chemistry	$45,800	$75,000
Overall	$45,000	$72,000
Business Management	$45,000	$70,000
Agriculture	$44,000	$66,000
Philosophy	$44,000	$65,000
Communications	$43,100	$74,000
Interdisciplinary Studies	$40,900	$65,000
Biology	$40,000	$70,000
Commercial Art & Graphic Design	$40,000	$70,000
Journalism	$40,000	$68,000
History	$40,000	$65,000
Sociology	$40,000	$61,000
Health Services	$40,000	$58,000
Secondary Education	$40,000	$52,000
Elementary Education	$39,000	$45,400
English Language	$38,000	$65,000
Liberal Arts	$37,400	$60,000
Psychology	$37,000	$60,000
Early Childhood Education	$36,000	$43,700
Performing Arts	$34,000	$60,000

Median Earnings

- In 2018 and 2019, median earnings for early career bachelor's degree recipients ranged from $34,000 a year for performing arts majors to $70,000 for computer science majors. For those in mid-career, median earnings ranged from $43,700 for early childhood education majors to $100,000 for computer science majors.

- The differences in earnings between early career and mid-career varies by major. For example, the gaps between early career and mid-career earnings were smaller for nursing and accounting majors, who had relatively high early career earnings. By contrast, mid-career earnings were 75% higher than early career earnings for biology majors.

ALSO IMPORTANT:

- The share of college graduates who ultimately attend graduate school varies by college major. Overall, 38% of college graduates age 25 to 65 had a graduate degree in 2018 and 2019. This rate ranges from 12% for commercial art and graphic design majors and 18% for marketing majors to over 60% for biology, chemistry, and physics majors. (Federal Reserve Bank of New York, 2022)

- While recent college graduates have relatively low levels of unemployment across majors, 41% were underemployed in 2018 and 2019. These rates vary from 12% and 15% for nursing and elementary education majors to 56%, 57%, and 70% for business management, agriculture, and performing arts majors, respectively. (Federal Reserve Bank of New York, 2022)

- Research suggests that different fields of study have different labor market payoffs, even after accounting for institution and peer quality. In some cases, the additional labor market payoff to a particular field of study is as large as the college premium itself. (Kirkeboen, Leuven, & Mogstad, 2016)

NOTE: Figures represent a 2018 and 2019 average. Median earnings are for full-time workers whose highest education level is a bachelor's degree only. Early career graduates are those age 22 to 27 and mid-career graduates are those age 35 to 45. All figures exclude those currently enrolled in school.

SOURCE: Federal Reserve Bank of New York, *The Labor Market for Recent College Graduates*, based on Census Bureau's American Community Survey data.

Variation in Earnings by Institutional Sector

Institutional median earnings vary by sector. From 2018 to 2019, the typical four-year college's median earnings of 2007-08 and 2008-09 federal student aid recipients ranged from $42,700 at for-profit institutions to $47,800 at public institutions and $48,400 at private nonprofit institutions.

FIGURE 2.10A Distribution of 2018 and 2019 Institutional Median Earnings of Federal Student Aid Recipients in 2007-08 and 2008-09, by Sector
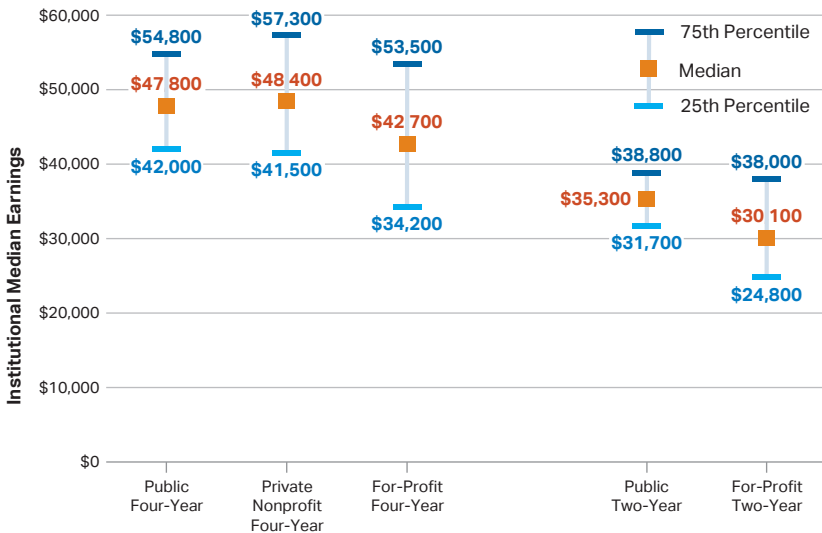
NOTE: Median earnings by sector are based on median earnings of federal student aid recipients in each institution, inflation adjusted to 2020 dollars. The bottom of each bar shows the 25th percentile; 25% of institutions in the group had median earnings below this amount. The orange box shows median earnings for the group. The top of the bar shows the 75th percentile; 25% of institutions had median earnings above this amount.

FIGURE 2.10B Average Median 2018 and 2019 Earnings of Dependent Federal Student Aid Recipients in 2007-08 and 2008-09, by Sector and Graduation Rate
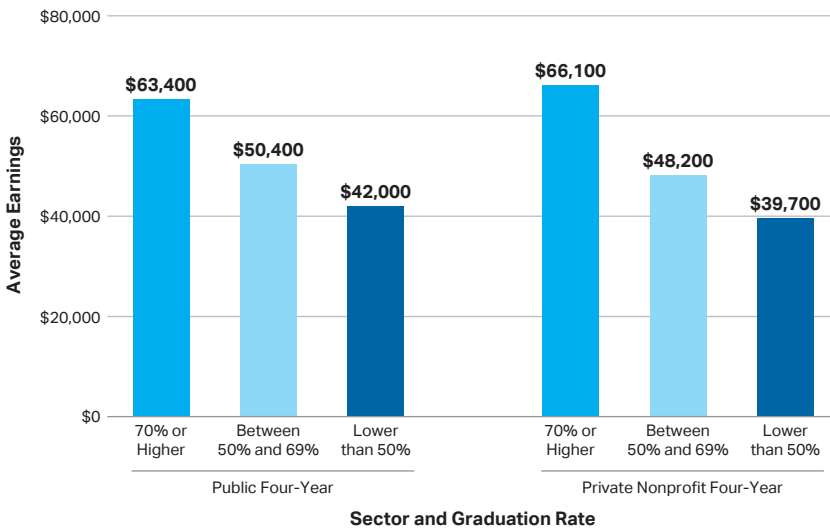
NOTE: Earnings are defined as median earnings (inflation adjusted to 2020 dollars) of dependent students working and not enrolled 10 years after college entry. Data for 2007-08 and 2008-09 pooled cohorts and earnings are measured in 2018 and 2019 calendar years. College graduation rate categories are based on six-year bachelor's degree graduation rates for the 2014 entering cohort (150% of normal time).

- The 75th percentile of institutional median earnings at public two-year colleges was lower than the 25th percentiles of public and private nonprofit four-year institutions.

- The typical public two-year college's median earnings were higher than those of for-profit two-year institutions at $35,300 and $30,100, respectively.

- At colleges with six-year bachelor's degree graduation rates below 70%, average median earnings were higher for dependent students who attended public four-year colleges than those who attended private nonprofit four-year colleges.

- Variation in earnings by graduation rates was larger within the private nonprofit sector than in the public sector.

ALSO IMPORTANT:

- The College Scorecard data include median earnings aggregated at the college level for students who received federal student aid, and are disaggregated by dependency status. Earnings are calculated among students who are employed and not enrolled in college. Therefore, students who are enrolled in graduate school at the time of measurement are not included. However, students who have completed advanced degrees within 10 years of college entry are included. Finally, reported median earnings include both college degree completers and noncompleters. (The College Scorecard, Data Documentation)

- The amount of time students spend in school, the degrees they earn, field of study, completion rates, and incoming student characteristics all vary across institutional sectors, which influences the earnings data reported here.

- Researchers have found a positive causal relationship between college selectivity and earnings, especially among certain subgroups of students. (Dale & Krueger, 2014; Hoekstra, 2009; Zimmerman, 2014)

SOURCE: U.S. Department of Education, College Scorecard Data; NCES, IPEDS fall 2020 data; calculations by the authors.

Earnings by Education Level and State

From 2016 to 2020, median earnings of bachelor's degree recipients with no advanced degree working full time were $67,400 in the United States and ranged from $51,300 in Mississippi to $81,200 in New Jersey.

Legend: High School Diploma, Bachelor's Degree

NOTE: Based on the 2016 to 2020 American Community Survey five-year combined data file. Earnings are adjusted to 2020 dollars using the Consumer Price Index for all urban consumers from the Bureau of Labor Statistics. Median earnings are the median of combined data.

SOURCE: U.S. Census Bureau, American Community Survey, 2016–2020 Five-Year Public Use Microdata Sample; calculations by the authors.

- From 2016 to 2020, median earnings of high school graduates working full time were $40,200 in the United States and ranged from $34,500 in Mississippi to $52,200 in Alaska.

- From 2016 to 2020, the differences in median earnings of bachelor's degree recipients with no advanced degree and high school graduates ranged from $11,800 in North Dakota to $41,600 in the District of Columbia.

ALSO IMPORTANT:

- Educational attainment varies widely across states. In 2019, the share of adults with at least a bachelor's degree ranged from 22% in West Virginia and Mississippi to 60% in the District of Columbia. (Figure 1.7)

- Some of the differences in earnings gaps across states are related to occupations. Within an occupation, geographic factors such as local demand and cost of living affect wages as well. (Bureau of Labor Statistics, 2015)

Employment

In 2021, among adults between the ages of 25 and 64, 67% of high school graduates, 71% of those with some college but no degree, 76% of those with an associate degree, and 83% of those with at least a bachelor's degree were employed.

FIGURE 2.12 Civilian Population Age 25 to 64: Percentage Employed, Unemployed, and Not in Labor Force, 2011, 2016, 2021

■ Employed ■ Unemployed ■ Not in Labor Force

Bachelor's Degree or Higher
- 2021: 82.9% | 2.5% | 14.6%
- 2016: 82.9% | 2.1% | 15.0%
- 2011: 81.5% | | 14.9%

Associate Degree
- 2021: 75.9% | 3.6% | 20.4%
- 2016: 77.6% | 2.9% | 19.6%
- 2011: 76.2% | 5.5% | 18.3%

Some College, No Degree
- 2021: 71.3% | 4.2% | 24.5%
- 2016: 72.7% | 3.4% | 23.9%
- 2011: 70.4% | 6.7% | 22.9%

High School Diploma
- 2021: 66.6% | 4.5% | 28.9%
- 2016: 68.3% | 3.8% | 27.9%
- 2011: 66.9% | 7.1% | 26.0%

Less than a High School Diploma
- 2021: 54.8% | 5.1% | 40.2%
- 2016: 56.1% | 4.6% | 39.3%
- 2011: 53.2% | 9.0% | 37.8%

Civilian Population Age 25 to 64, Number in Millions, 2011, 2016, and 2021

	Less than a High School Diploma	High School Diploma	Some College, No Degree	Associate Degree	Bachelor's Degree or Higher
2011	17.5	47.6	28.0	16.7	52.0
2016	16.4	46.3	27.8	17.9	58.6
2021	13.9	45.5	24.8	17.9	65.9

NOTE: To be considered a member of the labor force, individuals must either be employed or be actively seeking employment. Percentages may not sum to 100 because of rounding.

SOURCE: U.S. Census Bureau, Basic Monthly Current Population Survey, January through December, 2011, 2016, and 2021; calculations by the authors.

■ Within all education levels, the percentage of individuals who were unemployed declined between 2011 and 2016 and increased between 2016 and 2021.

■ In 2021, among adults between the ages of 25 and 64, 15% of those with a bachelor's degree were not in the labor force, compared with 29% of high school graduates and 40% of those without a high school diploma.

■ Between 2011 and 2021, the percentage of individuals not in the labor force was stable for those with a bachelor's degree (about 15%) and increased for those without a bachelor's degree. The increase ranged from 1.6 percentage points (from 22.9% to 24.5%) for those with some college education to 2.9 percentage points (from 26.0% to 28.9%) for those with a high school diploma.

ALSO IMPORTANT:

■ The percentage of individuals who are unemployed (Figure 2.12) differs from the unemployment rate (Figure 2.13A), which is the ratio of unemployed individuals to the sum of employed and unemployed individuals, excluding those who are not working or actively seeking employment.

■ The length of unemployment has fluctuated over time. In 2021, 2.8% of the civilian labor force was unemployed for 15 weeks or longer. This percentage reached a peak of 5.7% in 2010, at the height of the Great Recession of 2008. (Bureau of Labor Statistics, Table A-15, Alternative Measures of Labor Underutilization)

■ Research has shown that the widening earnings gap between highly and less skilled workers is closely linked to the declining labor supply of men without a college degree. (Wu, 2022)

For detailed data behind the graphs and additional information, please visit: **research.collegeboard.org/trends**.

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Unemployment

The unemployment rate for individuals age 25 and older with at least a bachelor's degree has consistently been about half of the unemployment rate for high school graduates.

- Between 2002 and 2022, unemployment rates peaked in 2010 for those without a college degree. The unemployment rates for those with an associate degree or higher were highest in 2020.

- Between 2010 and 2019, unemployment rates declined every year across all education groups. In 2019, the unemployment rates were 2.1% for those with at least a bachelor's degree, 2.7% for associate degree holders, and 3.7% for those with a high school diploma.

- Unemployment rates spiked in 2020 at the beginning of the covid-19 pandemic. Unemployment rates had declined to pre-pandemic levels by 2022.

- Over the 20-year period from 2002 to 2022, the largest gaps between the unemployment rates of bachelor's degree recipients and high school graduates occurred between 2009 and 2011 (about 5 to 6 percentage point gaps). The smallest gaps occurred in 2018, 2019, and 2022 (2 percentage points or less).

ALSO IMPORTANT:

- Among individuals with the same level of educational attainment, the unemployment rates differ by age and by race/ethnicity. (Figures 2.13B and 2.13C)

FIGURE 2.13A Unemployment Rates of Individuals Age 25 and Older, by Education Level, 2002 to 2022
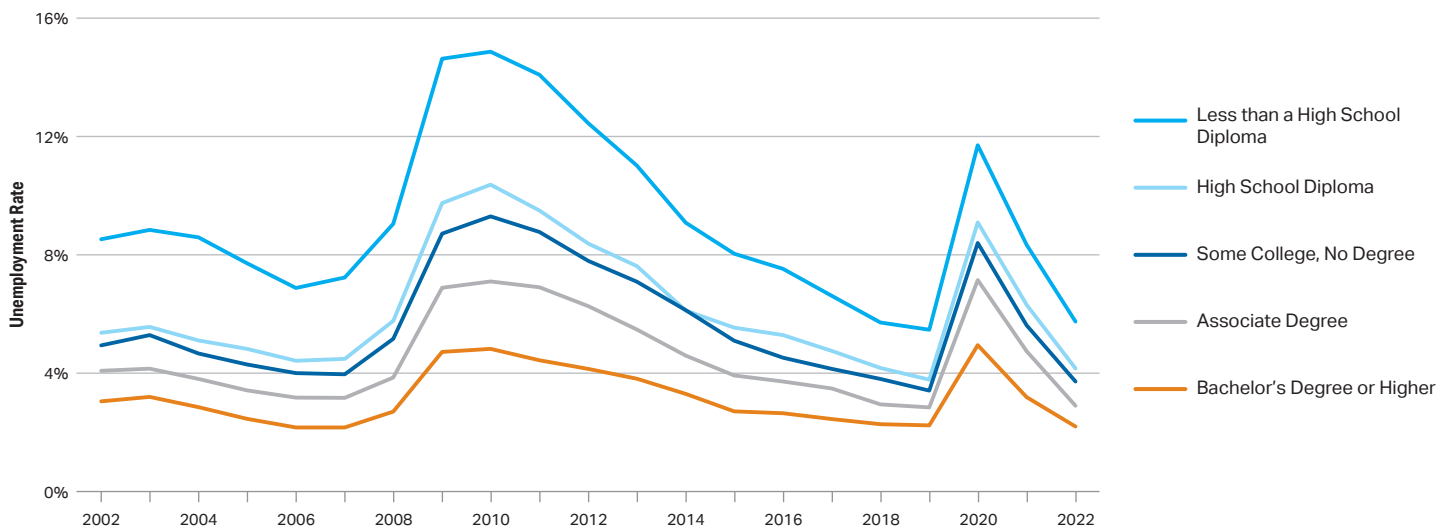
Unemployment Rates of Individuals Age 25 and Older, by Education Level, 2002 to 2022, Selected Years

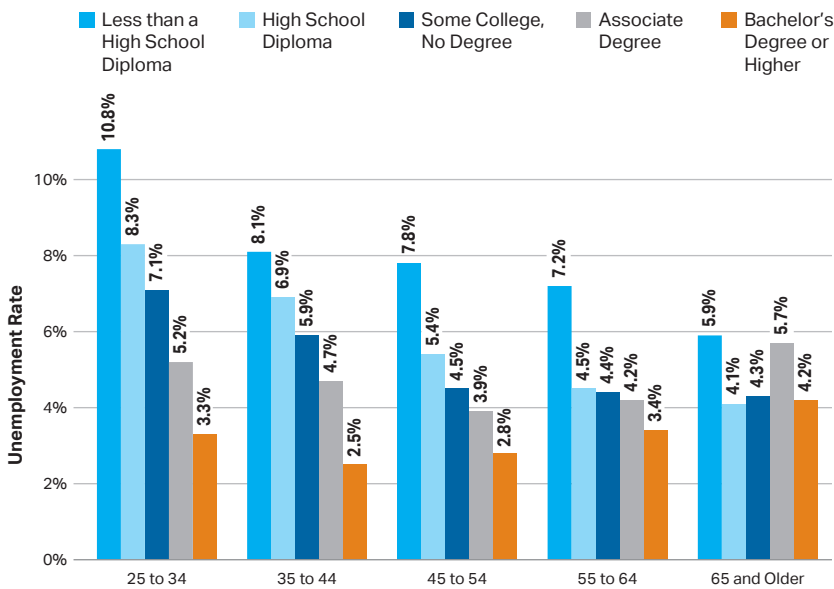|	Less than a HS Diploma	High School Diploma	Some College, No Degree	Associate Degree	Bachelor's Degree or Higher	BA/HS Unemployment Rate Ratio
2002	8.4%	5.3%	4.8%	4.0%	2.9%	0.55
2006	6.8%	4.3%	3.9%	3.0%	2.0%	0.47
2010	14.9%	10.3%	9.2%	7.0%	4.7%	0.46
2019	5.4%	3.7%	3.3%	2.7%	2.1%	0.57
2020	11.7%	9.0%	8.3%	7.1%	4.8%	0.54
2022	5.6%	4.0%	3.6%	2.8%	2.1%	0.51

NOTE: The unemployment rates for 2022 are based on data from January through September.

SOURCE: Bureau of Labor Statistics, Labor Force Statistics from the Current Population Survey, 2002 through 2022; calculations by the authors.

Unemployment

In 2021, the unemployment rate for 25- to 34-year-olds with at least a bachelor's degree was 3.3%, compared with 8.3% for high school graduates in the same age group.
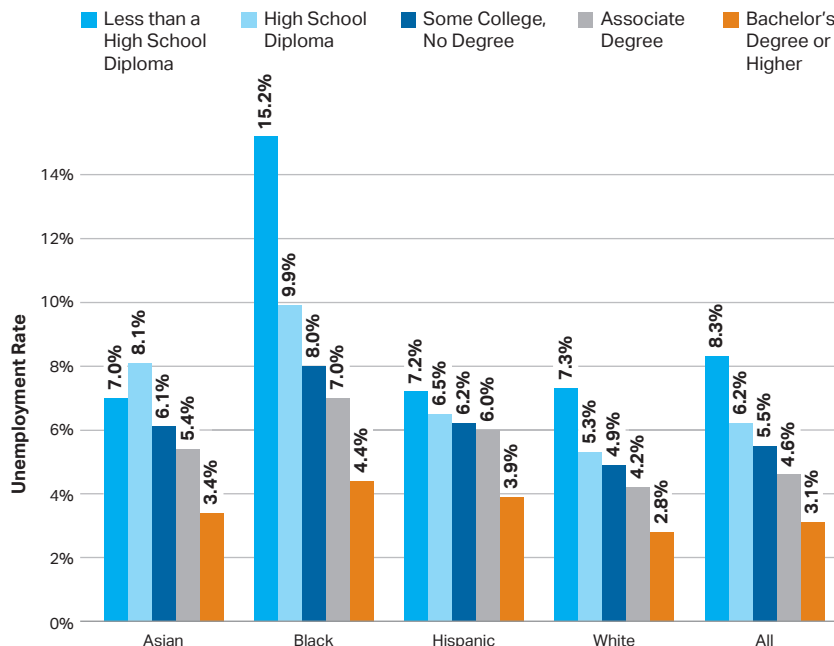
FIGURE 2.13B Unemployment Rates of Individuals Age 25 and Older, by Age and Education Level, 2021

Legend: Less than a High School Diploma | High School Diploma | Some College, No Degree | Associate Degree | Bachelor's Degree or Higher

SOURCE: U.S. Census Bureau, Current Population Survey, January through December 2021; calculations by the authors.

FIGURE 2.13C Unemployment Rates of Individuals Age 25 and Older, by Race/Ethnicity and Education Level, 2021

Legend: Less than a High School Diploma | High School Diploma | Some College, No Degree | Associate Degree | Bachelor's Degree or Higher

SOURCE: Bureau of Labor Statistics, Labor Force Statistics from the Current Population Survey, 2021, Table 7.

- In 2021, unemployment rates of 25- to 34-year-olds were 7.1% for those with some college but no degree and 5.2% for those with an associate degree.

- In 2021, unemployment rates were lower for older age groups among those without a college degree. Among those with at least a bachelor's degree, the unemployment rate was lowest for those between the ages of 35 and 44.

- The gaps in unemployment rates among education levels were largest for Black adults. In 2021, the gap between the unemployment rates for Black adults with at least a bachelor's degree and Black high school graduates was 5.5 percentage points, compared with 2.5 percentage points for Whites, 2.6 percentage points for Hispanics, and 4.7 percentage points for Asians.

- In 2021, the gaps in labor force participation rates between those with at least a bachelor's degree and those with a high school diploma were 12, 16, 20, and 21 percentage points for Hispanic, White, Black, and Asian individuals, respectively.

Labor Force Participation Rates of Individuals Age 25 and Older, by Race/Ethnicity and Education Level, 2021

	Less than a High School Diploma	High School Diploma	Some College, No Degree	Associate Degree	Bachelor's Degree or Higher
Asian	40%	54%	65%	66%	75%
Black	34%	57%	65%	69%	77%
Hispanic	57%	67%	71%	74%	79%
White	47%	55%	60%	66%	71%

SOURCE: Bureau of Labor Statistics, Labor Force Statistics from the Current Population Survey, 2021, Table 7.

For detailed data behind the graphs and additional information, please visit: research.collegeboard.org/trends.

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Retirement Plans

Individuals with higher education levels are more likely than others to be offered and to participate in retirement plans provided by their employers.

FIGURE 2.14 Percentage of Full-Time Year-Round Workers Age 25 and Older Offered Employer Retirement Plan, by Sector and Education Level, 2021
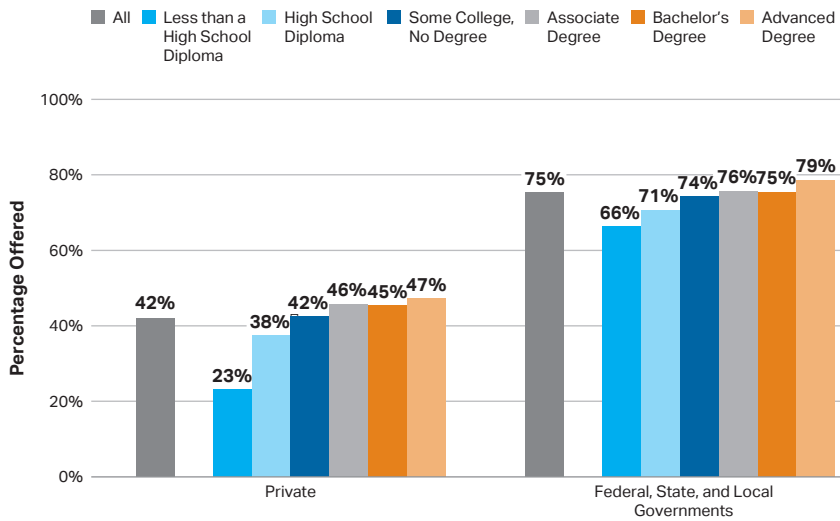
Participation Rates in Employment-Provided Retirement Plans Among Eligible Full-Time Year-Round Workers Age 25 and Older, by Sector and Education Level, 2021

Sector	All	Less than a High School Diploma	High School Diploma	Some College, No Degree	Associate Degree	Bachelor's Degree	Advanced Degree
Private	86%	79%	81%	83%	84%	89%	90%
Government	94%	89%	90%	92%	93%	95%	96%

Percentage of Full-Time Year-Round Private Sector Workers Age 25 and Older Offered Employer Retirement Plan, by Employer Size and Education Level, 2021

Number of Employees	All	Less than a High School Diploma	High School Diploma	Some College, No Degree	Associate Degree	Bachelor's Degree	Advanced Degree
Less than 100	26%	12%	22%	27%	30%	30%	35%
100 - 999	45%	34%	42%	45%	50%	45%	48%
1000 or More	53%	41%	52%	54%	56%	54%	52%

SOURCE: U.S. Census Bureau, Current Population Survey, Annual Social and Economic Supplement, 2022; calculations by the authors.

- In 2021, 38% of high school graduates age 25 and older working full time year-round in the private sector were offered a retirement plan, compared with 45% of those whose highest degree was a bachelor's degree. In the public sector, these percentages were 71% and 75%, respectively.

- Among those to whom these plans were available, participation rates were higher for individuals with higher education levels. In the private sector, participation rates ranged from 79% among full-time year-round workers with less than a high school diploma to 90% among those with advanced degrees. Participation rates ranged from 89% to 96% in the public sector.

- Within the private sector, larger employers were more likely to offer retirement plans than smaller employers.

ALSO IMPORTANT:

- In 2021, the percentage of part-time workers (those who worked at least 20 hours a week for at least 26 weeks but less than full time year-round) who were offered retirement plans ranged from 16% for those without a high school diploma and 26% for high school graduates to 35% for bachelor's degree recipients and 47% for those with an advanced degree. (U.S. Census Bureau, 2022 Annual Social and Economic Supplement; calculations by the authors)

- The payout of defined contribution plans depends on the amount accumulated in a personal account. Over time, these plans have become more common than defined benefits plans, which provide a predetermined income level each year after retirement.

- Low earnings levels, which are more common among individuals with lower education levels, may explain some of the difference in participation rates in employer-provided retirement plans that require workers to contribute a portion of their wages.

Health Insurance

Among both full-time and part-time workers, those with higher levels of educational attainment are more likely than others to be covered by employer-provided health insurance.

FIGURE 2.15A Employer-Provided Health Insurance Coverage Among Full-Time Year-Round Workers Age 25 and Older, by Education Level, 2001, 2011, and 2021

FIGURE 2.15B Employer-Provided Health Insurance Coverage Among Part-Time Year-Round Workers Age 25 and Older, by Education Level, 2001, 2011, and 2021
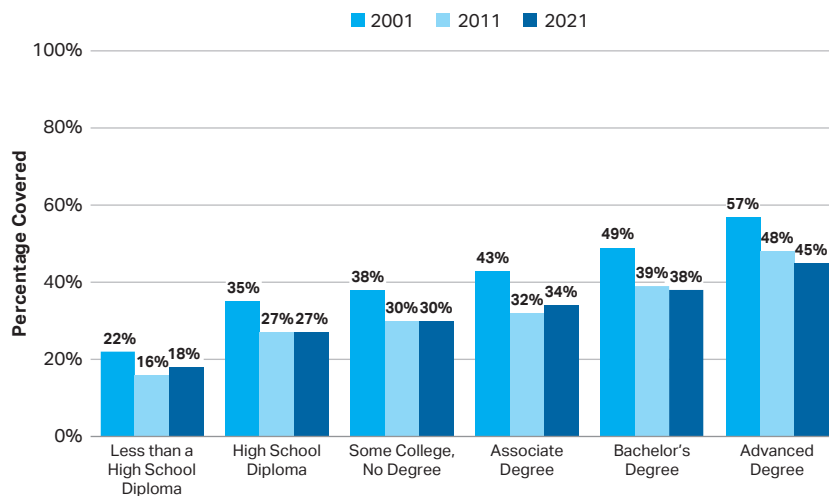

NOTE: Part-time workers are those who worked at least 20 hours a week for at least 26 weeks during the year, but did not work full time year-round.

SOURCE: U.S. Census Bureau, Current Population Survey, Annual Social and Economic Supplement, 2002, 2012, and 2022; calculations by the authors.
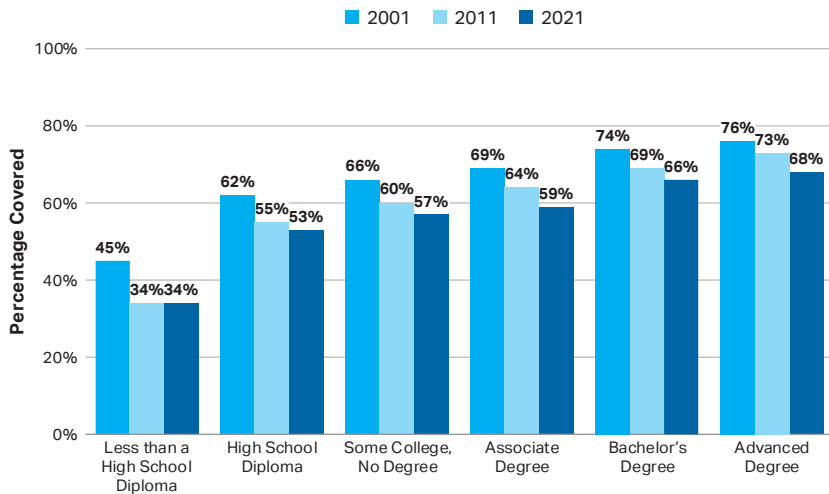
- In 2021, 53% of high school graduates age 25 and older working full time year-round were covered by employer-provided health insurance, compared with 66% of those with a bachelor's degree and 68% of those with advanced degrees.

- Employer-provided health insurance coverage has declined over the past 20 years for both full-time and part-time workers. Between 2001 and 2021, health insurance coverage declined by 8 percentage points for individuals with at least a bachelor's degree working full time year-round. The decline was 9 to 11 percentage points for individuals with an associate degree or lower.

- In 2001, 57% of advanced degree holders, 49% of bachelor's degree holders, and 35% of high school graduates working part time were covered by employer-provided health insurance. By 2021, those percentages had declined to 45%, 38%, and 27%, respectively.

- Between 2011 and 2021, employer-provided health insurance coverage increased slightly or remained unchanged among individuals with an associate degree or lower working part time.

ALSO IMPORTANT:

- In 2021, when 11% of adults age 26 to 64 were not covered by health insurance at any time during the year, 5% of those with a bachelor's degree and 3% of those with advanced degrees were not covered. This was the case for 8% of those with associate degrees, 11% of those with some college but no degree, and 16% of high school graduates. (U.S. Census Bureau, Health Insurance Coverage Status and Type by Age and Selected Characteristics: 2020 and 2021, Table C-2)
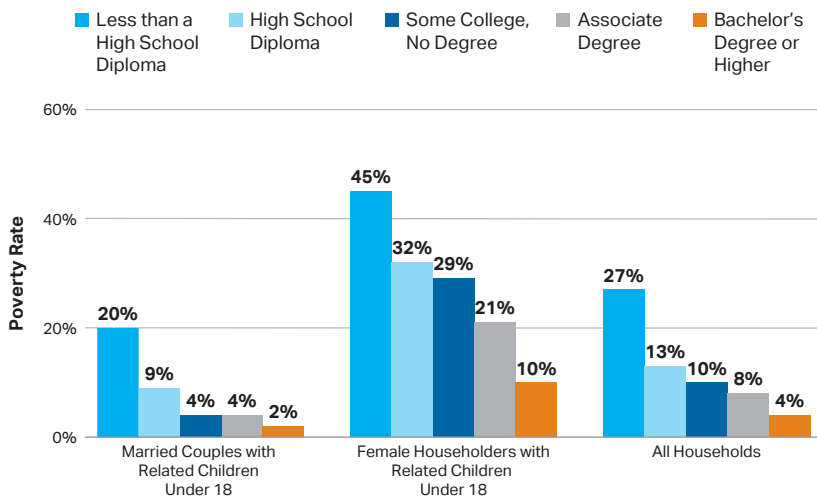
Poverty

The poverty rate falls as the level of education increases. Among all household types, the 2021 poverty rate for individuals with an associate degree was 8%, compared with 13% for high school graduates with no college experience and 27% for those without a high school diploma.
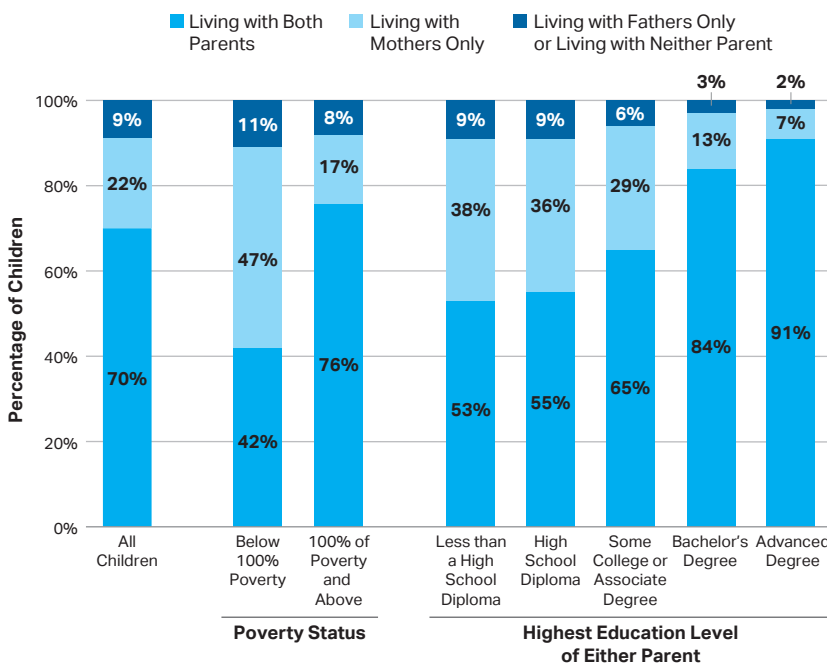
FIGURE 2.16A Percentage of Individuals Age 25 and Older Living in Households in Poverty, by Household Type and Education Level, 2021

Legend:
- Less than a High School Diploma
- High School Diploma
- Some College, No Degree
- Associate Degree
- Bachelor's Degree or Higher

Married Couples with Related Children Under 18: 20%, 9%, 4%, 4%, 2%
Female Householders with Related Children Under 18: 45%, 32%, 29%, 21%, 10%
All Households: 27%, 13%, 10%, 8%, 4%

SOURCE: U.S. Census Bureau, Current Population Survey, Annual Social and Economic Supplement, 2022; calculations by the authors.

FIGURE 2.16B Living Arrangements of Children Under 18 Years of Age, by Poverty Status and Highest Education of Either Parent, 2021

Legend:
- Living with Both Parents
- Living with Mothers Only
- Living with Fathers Only or Living with Neither Parent

Poverty Status:
- All Children: 70%, 22%, 9%
- Below 100% Poverty: 42%, 47%, 11%
- 100% of Poverty and Above: 76%, 17%, 8%

Highest Education Level of Either Parent:
- Less than a High School Diploma: 53%, 38%, 9%
- High School Diploma: 55%, 36%, 9%
- Some College or Associate Degree: 65%, 29%, 6%
- Bachelor's Degree: 84%, 13%, 3%
- Advanced Degree: 91%, 7%, 2%

NOTE: In 2021, 4% of children under 18 did not live with either parent. Percentages may not sum to 100 because of rounding.

SOURCE: U.S. Census Bureau, America's Families and Living Arrangements, 2021, Table C-3.

- Within each education level, individuals living in households headed by unmarried females with children under 18 had much higher poverty rates than those living in other household types. For example, the 2021 poverty rate for individuals with some college but no degree was 29% for those living in households headed by unmarried females with children, compared with 10% overall for this education group.

- In 2021, 70% of all children under age 18 lived with both parents. Among children under 18 who were below 100% poverty thresholds, 42% lived with both parents, compared with 76% of children above 100% poverty thresholds.

- The percentage of children under age 18 who lived with both parents ranged from 53% of those whose parents did not graduate from high school and 55% of those whose parents had a high school diploma to 91% of those whose parents had an advanced degree.

ALSO IMPORTANT:

- In 2021, 5% of all adults and 14% of adults below the poverty threshold lived in households headed by unmarried females with children. (U.S. Census Bureau, Current Population Survey, 2021 Annual Social and Economic Supplement; calculations by the authors)

- The official poverty threshold varies with family size, number of children under 18, and senior citizen status. In 2021, the poverty threshold was $14,097 for a single person under age 65, $21,831 for a family of 3 with 2 children, and $27,479 for a family of 4 with 2 children. (U.S. Census Bureau, Poverty Thresholds, 2021)

- The poverty threshold is the official measure of poverty and is slightly different from the poverty guidelines used to determine eligibility for public programs. In 2021, the poverty guideline for families of 4 issued by the Department of Health and Human Services was $26,500. (U.S. Department of Health and Human Services, Federal Register Notices, Vol. 86, No. 19, February 21, 2021.)

Public Assistance Programs

Individuals with higher education levels are less likely to live in households that receive public assistance.

- Medicaid provides health insurance to many low-income families and other eligible individuals. The Supplemental Nutrition Assistance Program (SNAP) subsidizes food purchases for eligible low-income households. Housing assistance includes public housing or rent subsidies for eligible low-income households.

- In 2021, 14% of individuals age 25 and older with only a high school diploma and 27% of those without a high school diploma lived in households that benefited from SNAP. Participation rates were 12% for those with some college but no degree, 10% for those with an associate degree, and 3% for those with at least a bachelor's degree.

- In 2021, 30% of adult high school graduates and 48% of those without a high school diploma lived in households that received Medicaid coverage. Participation rates were 24% for those with some college but no degree, 21% for those with an associate degree, and 11% for those with at least a bachelor's degree.

- In 2021, 5% of adult high school graduates and 10% of those without a high school diploma lived in households that received housing assistance. Participation rates were 4% for those with some college but no degree, 3% for those with an associate degree, and 1% for those with at least a bachelor's degree.

ALSO IMPORTANT:

- In fiscal year 2021, 41.6 million individuals in 21.6 million households received an average of $218 ($418 per household) per month in SNAP benefits. (U.S. Department of Agriculture Food and Nutrition Service)

- The covid relief package enacted in December 2020 included a 15% increase in SNAP's maximum benefit for January through June 2021, which was later extended through September 2021. This resulted in an increase of about $28 more in SNAP benefits per person per month, or just over $100 per month in food assistance for a family of four. (Center on Budget and Policy Priorities, 2022)

- Research suggests that access to safety net programs as children improved individuals' health and economic outcomes as adults. (Hoynes, Schanzenbach, & Almond, 2016)

FIGURE 2.17 Percentage of Individuals Age 25 and Older Living in Households That Participated in Various Public Assistance Programs, by Education Level, 2021
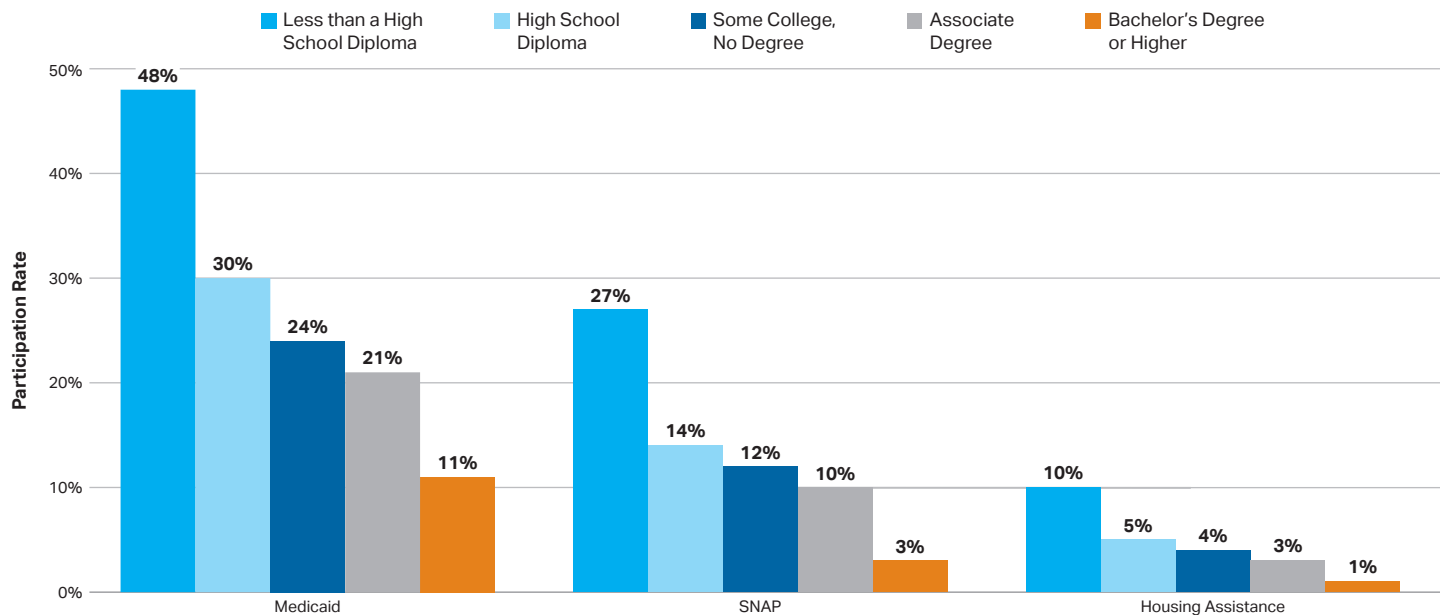
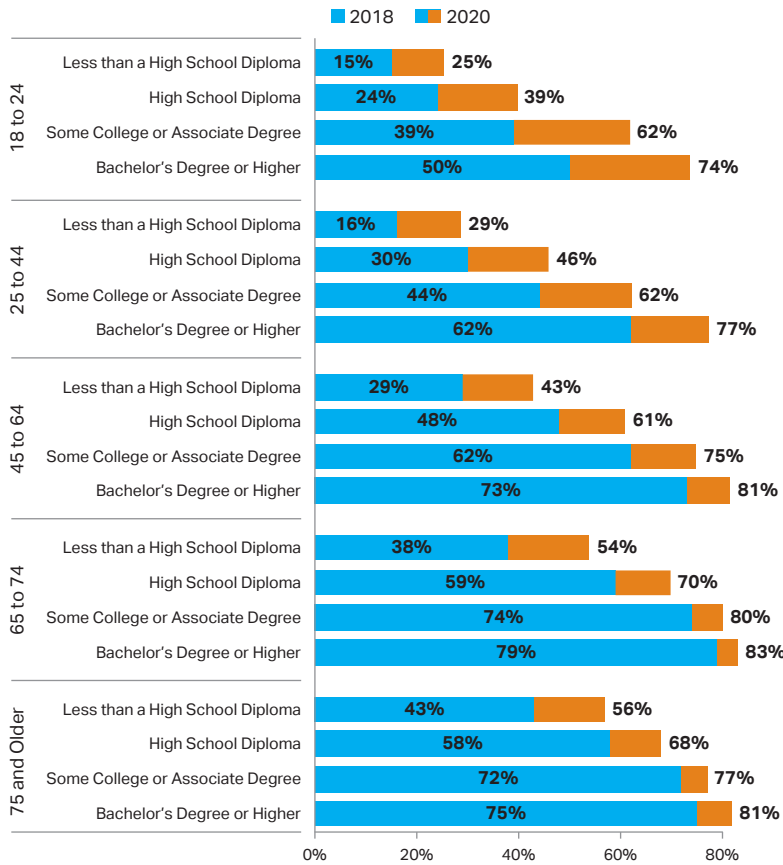

SOURCE: U.S. Census Bureau, Current Population Survey, Annual Social and Economic Supplement, 2022; calculations by the authors.

For detailed data behind the graphs and additional information, please visit: research.collegeboard.org/trends.

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Voting

Voting rates are higher for individuals with higher levels of education. In the 2020 presidential election, 77% of 25- to 44-year-old U.S. citizens with at least a bachelor's degree voted, compared with 46% of high school graduates in the same age group.

FIGURE 2.18A Voting Rates Among U.S. Citizens, by Age and Education Level, 2018 and 2020

■ 2018 ■ 2020

18 to 24
- Less than a High School Diploma: 15% / 25%
- High School Diploma: 24% / 39%
- Some College or Associate Degree: 39% / 62%
- Bachelor's Degree or Higher: 50% / 74%

25 to 44
- Less than a High School Diploma: 16% / 29%
- High School Diploma: 30% / 46%
- Some College or Associate Degree: 44% / 62%
- Bachelor's Degree or Higher: 62% / 77%

45 to 64
- Less than a High School Diploma: 29% / 43%
- High School Diploma: 48% / 61%
- Some College or Associate Degree: 62% / 75%
- Bachelor's Degree or Higher: 73% / 81%

65 to 74
- Less than a High School Diploma: 38% / 54%
- High School Diploma: 59% / 70%
- Some College or Associate Degree: 74% / 80%
- Bachelor's Degree or Higher: 79% / 83%

75 and Older
- Less than a High School Diploma: 43% / 56%
- High School Diploma: 58% / 68%
- Some College or Associate Degree: 72% / 77%
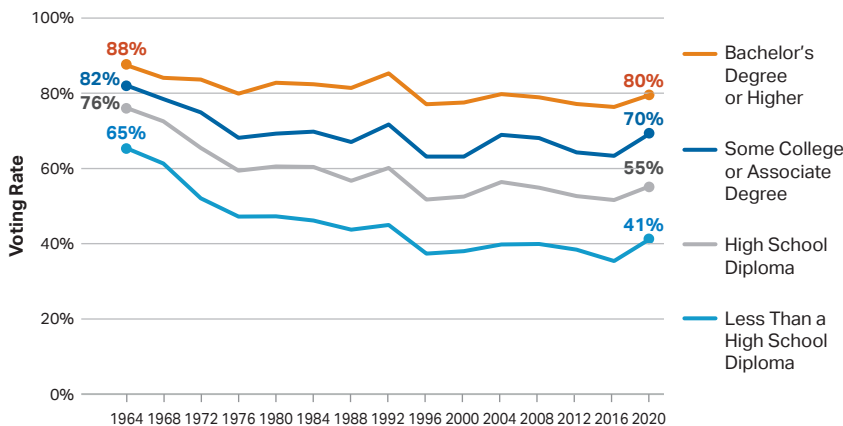- Bachelor's Degree or Higher: 75% / 81%

(x-axis: 0%, 20%, 40%, 60%, 80%)

SOURCE: U.S. Census Bureau, Voting and Registration Tables, 2018 and 2020, Table 5; calculations by the authors.

- Within each age group and education level, voting rates were higher in the 2020 presidential election than in the 2018 midterm election.
- At all levels of education, voting rates increase with age.
- Between 2016 and 2020, voting rates during presidential elections increased across all education groups. In the 2020 election, voting rates ranged from 41% among those without a high school diploma to 80% among those with at least a bachelor's degree.

ALSO IMPORTANT:

- Only U.S. citizens are eligible to vote in presidential elections. Voting rates in Figures 2.18A and 2.18B represent percentages of U.S. citizens who voted. In 2020, 8.7% of the U.S. population ages 18 and older were noncitizens. (U.S. Census Bureau, Voting and Registration in the Election of November 2020, Table 5; calculations by the authors).

FIGURE 2.18B Voting Rates Among U.S. Citizens During Presidential Elections, by Education Level, 1964 to 2020

(Line chart, Voting Rate y-axis 0%–100%, years 1964–2020)

- Bachelor's Degree or Higher: 88% (1964) → 80% (2020)
- Some College or Associate Degree: 82% (1964) → 70% (2020)
- High School Diploma: 76% (1964) → 55% (2020)
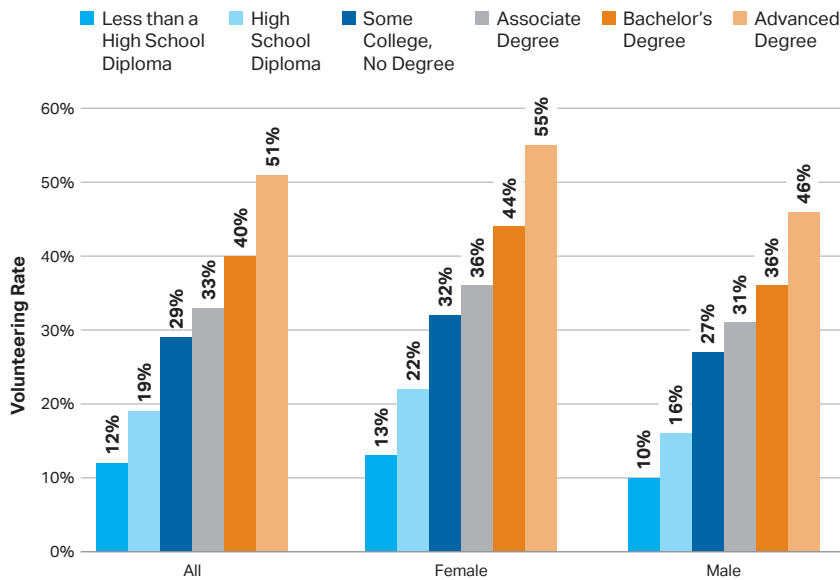- Less Than a High School Diploma: 65% (1964) → 41% (2020)

NOTE: Citizenship status for 1976 and earlier is not available and voting rates represent percentages of all U.S. age-eligible population who voted.

SOURCE: U.S. Census Bureau, Voting and Registration Tables, 1964 to 2020; calculations by the authors.

Civic Involvement

The share of adults who perform unpaid volunteer activities increases with education. Among those age 25 and older, the volunteering rate in 2019 ranged from 12% for those without a high school diploma to 51% for those with advanced degrees.

FIGURE 2.19A Percentage of Individuals Age 25 and Older Who Volunteered, by Gender and Education Level, 2019

Legend: Less than a High School Diploma | High School Diploma | Some College, No Degree | Associate Degree | Bachelor's Degree | Advanced Degree

FIGURE 2.19B Percentage of Individuals Age 25 and Older Who Volunteered, by Age and Education Level, 2019

Legend: Less than a High School Diploma | High School Diploma | Some College, No Degree | Associate Degree | Bachelor's Degree | Advanced Degree

NOTE: Volunteers are defined as individuals who performed unpaid volunteer activities for organizations at any point from September 2018 through September 2019.

SOURCE: U.S. Census Bureau, September 2019 Supplement to the Current Population Survey; calculations by the authors.
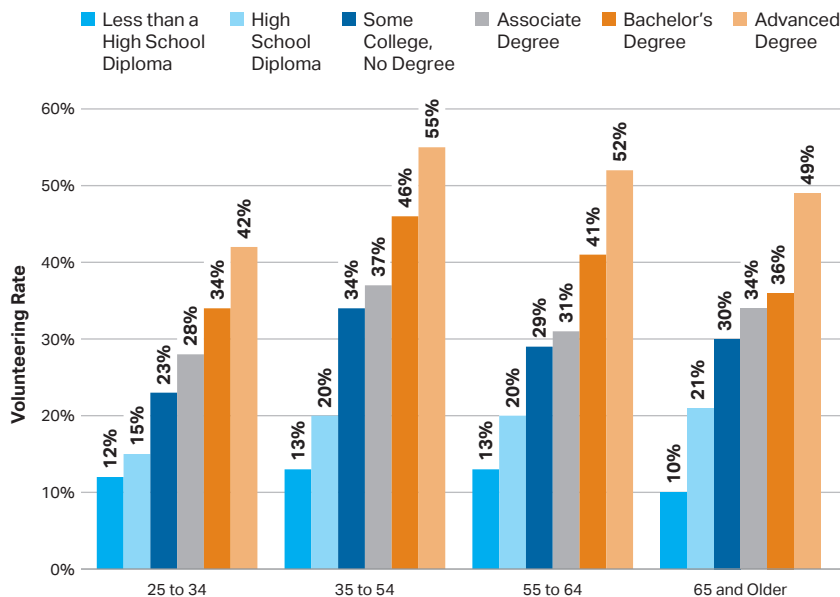
- At each education level, higher percentages of women than of men volunteered. In 2019, among adults whose highest education was a bachelor's degree, 44% of women volunteered while 36% of men did. The gender gap in volunteering rates was 6 percentage points among individuals with a high school diploma (22% for women versus 16% for men).

- Among individuals with at least some college education, volunteering rates were highest for those between the ages of 35 and 54.

ALSO IMPORTANT:

- In 2019, an estimated 30% of individuals of any age reported volunteering for an organization or association in the previous year. This volunteering rate is comparable to 2017 and has remained largely stable over the past two decades. (AmeriCorps, 2021)

- Volunteers were more likely to donate to charity and to invest in community-building than those who did not volunteer. (Fidelity Charitables, 2021)

- As is the case with most of the indicators included in this report, the correlation seen here should not necessarily be interpreted as causation. Personal characteristics may make people more likely both to pursue higher education and to volunteer. However, statistical analysis suggests that the actual increments in volunteer activity attributable to increased education are similar to those described here. Enrolling in college significantly increases the likelihood of volunteering, controlling for other demographic characteristics. (Dee, 2004; Oreopoulos & Salvanes, 2011)

For detailed data behind the graphs and additional information, please visit: research.collegeboard.org/trends.

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Smoking

Smoking rates among college graduates have been significantly lower than smoking rates among other adults since information about the risks of smoking became public.

FIGURE 2.20A Smoking Rates Among Individuals Age 25 and Older, by Education Level, 1940 to 2019
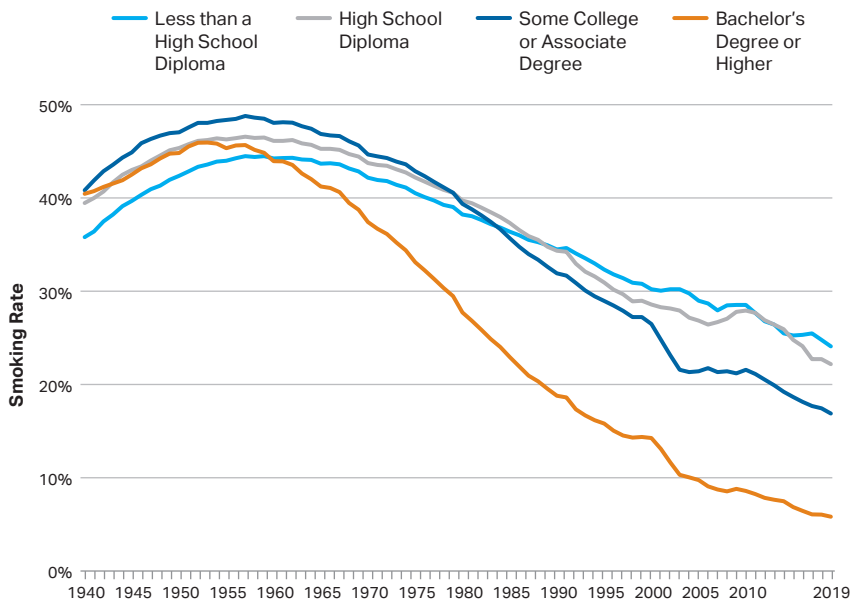
NOTE: Data for 1999 through 2019 are three-year moving averages. Data in 2019 include electronic cigarette usage.

SOURCE: de Walque, 2004; National Center for Health Statistics (NCHS), *Health, United States, 2020*, Table 18; calculations by the authors.

FIGURE 2.20B Smoking Rates Among Individuals Age 25 and Older, by Gender and Education Level, 2019
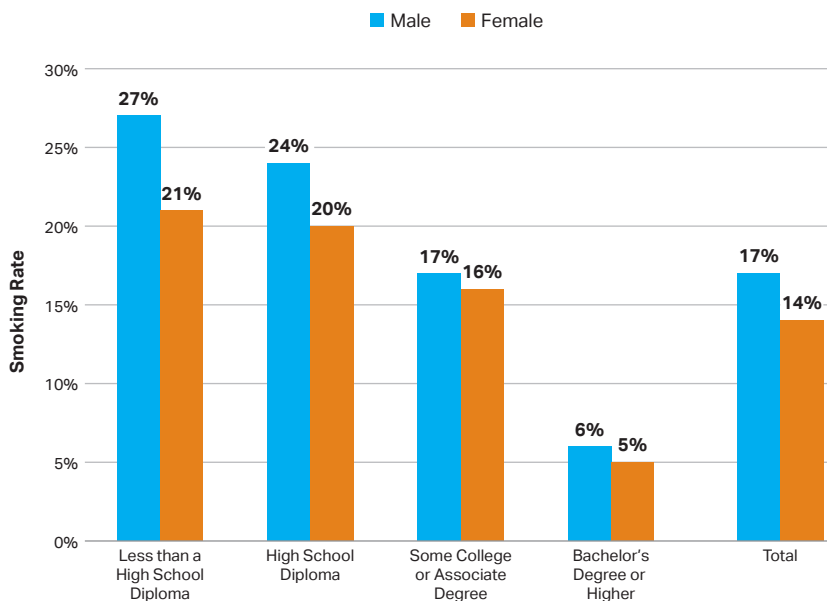
SOURCE: NCHS, *Health, United States, 2020*, Table 18.

- Across all education levels, smoking rates in the United States increased in the 1940s, peaked in the late 1950s, and began a steady decline in the 1960s after the U.S. Surgeon General released the first report on smoking and health in 1964. Smoking rates among college-educated adults declined much more rapidly than smoking rates among other adults.

- College graduates were as likely as other adults to smoke before the medical consensus on the dangers of smoking became clear. By 1970, when information was widespread and clear public warnings were mandatory, the smoking rate among college graduates had declined to 37%, while 44% of high school graduates smoked. In 2019, smoking rates were 6% for college graduates and 22% for high school graduates.

- Within each education level, males are more likely to smoke than females. For example, 24% of males with a high school diploma smoked in 2019, compared with 20% of females. Among those with at least a bachelor's degree, 6% of males and 5% of females smoked.

ALSO IMPORTANT:

- Statistical analysis suggests that higher levels of education are not just correlated with lower smoking rates but also cause declines in smoking. (de Walque, 2004; Grimard & Parent, 2007; Rosenbaum, 2012)

- In their analysis of the positive relationship between education and health outcomes, Cutler and Lleras-Muney (2010) find that income, health insurance, and family background account for about 30% of the differences. Knowledge and measures of cognitive ability explain an additional 30% of the differences in behaviors, with social networks explaining another 10%. The authors find that much of the difference seems to be driven by the fact that education raises cognition, which in turn improves behavior.

Exercise

Among adults age 25 and older, 42% of individuals with at least a bachelor's degree and 19% of high school graduates reported exercising vigorously at least once a week in 2020.

FIGURE 2.21 Exercise Rates Among Individuals Age 25 and Older, by Age and Education Level, 2020
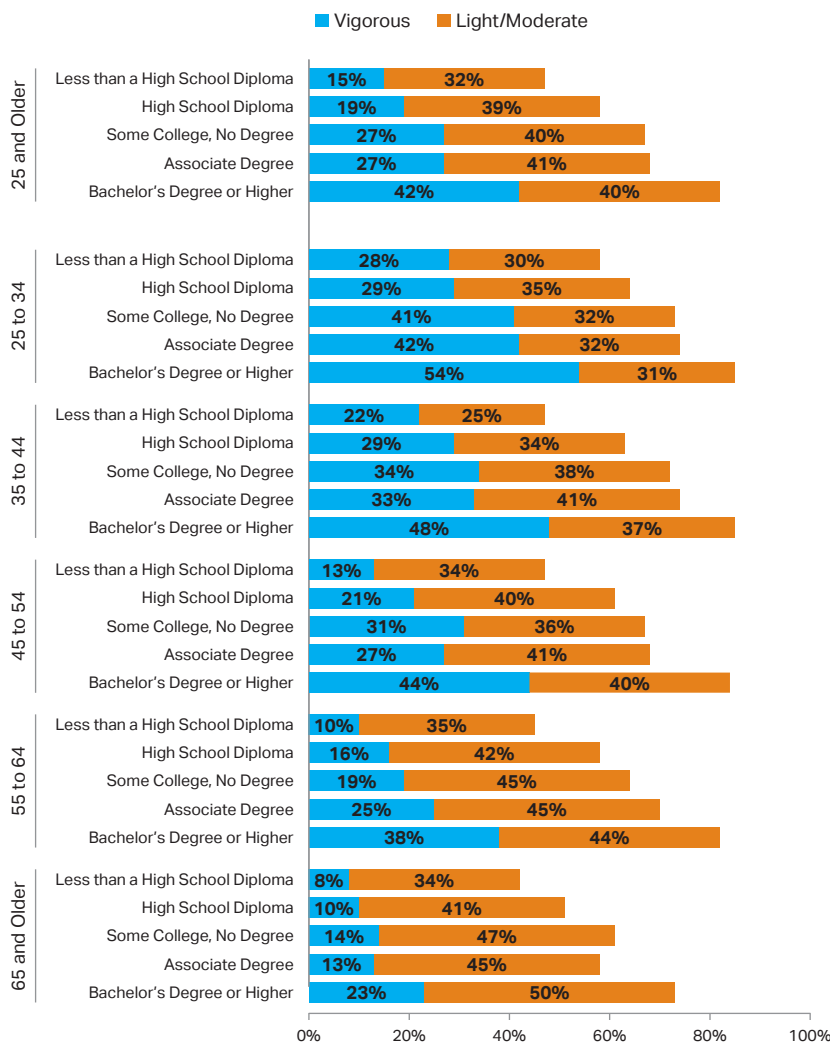
- Among adults age 25 to 34, 54% of individuals with at least a bachelor's degree and 29% of high school graduates reported exercising vigorously at least once a week in 2020.

- Among 45- to 54-year-olds, 44% of individuals with at least a bachelor's degree and 21% of high school graduates reported exercising vigorously at least once a week in 2020.

- Individuals age 65 and older with at least a bachelor's degree report similar rates of vigorous exercise as 35- to 44-year-olds without a high school diploma (about 22% to 23% for both groups).

ALSO IMPORTANT:

- Studies investigating the relationship between education and health support the idea that the skills, attitudes, and thought patterns fostered by education lead to more responsible health-related behaviors. (Mirowsky & Ross, 2003)

- Improvements in health are associated with each additional year of schooling, but in contrast to the relationship between education and wages, there does not appear to be a "sheepskin" effect with the completion of a degree having a bigger impact than just the completion of an additional year of education. (Cutler & Lleras-Muney, 2006)

NOTE: "Moderate-intensity activities" are defined as activities that cause moderate increases in breathing or heart rate while "vigorous-intensity activities" cause large increases in breathing or heart rate.

SOURCE: National Center for Health Statistics, National Health Interview Survey (NHIS), 2020; calculations by the authors.

For detailed data behind the graphs and additional information, please visit: research.collegeboard.org/trends.

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Parents and Children: Preschool-Age Children

Preschool-age children of parents with higher levels of educational attainment are more likely than other children to be enrolled in school.

FIGURE 2.22A Percentage of 3- to 5-Year-Olds Enrolled in School, by Parents' Education Level, 2019

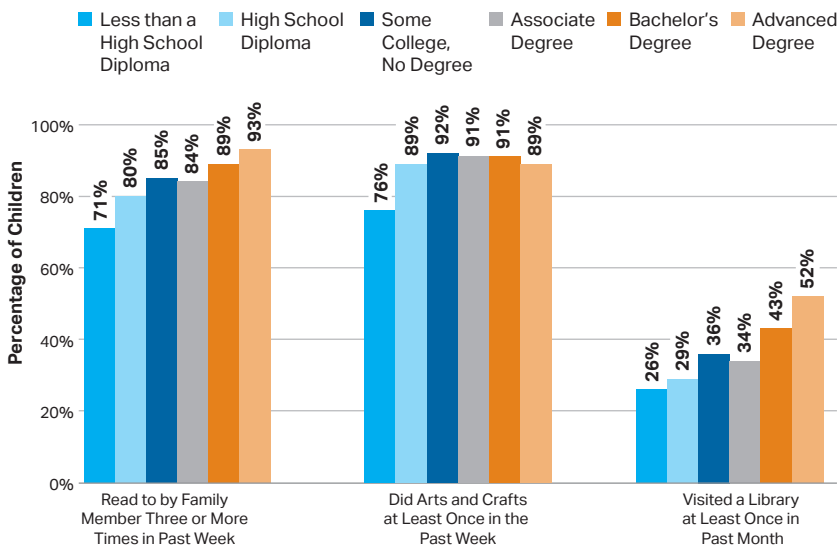SOURCE: NCES, *Digest of Education Statistics*, *2021*, Table 202.20.
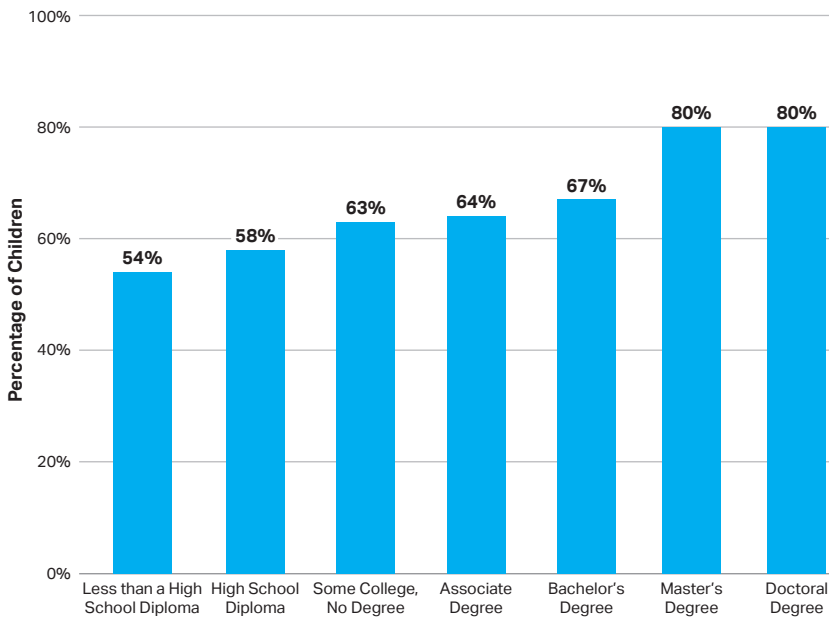
- In 2019, 80% of children age 3 to 5 whose parents had an advanced degree enrolled in school, compared with 58% of children whose parents had a high school diploma and 54% of children whose parents did not obtain a high school diploma.

- In 2019, parents with advanced degrees were 13 percentage points more likely to have read to their 3- to 5-year-olds at least three times in the last week than parents who held a high school diploma (93% versus 80%).

- In 2019, children age 3 to 5 whose parents had a bachelor's degree were 14 percentage points more likely to have visited a library at least once in the past month than children whose parents had only a high school diploma (43% versus 29%).

ALSO IMPORTANT:

- Children attending pre-kindergarten programs are more ready for school at the end of their pre-kindergarten year than children who do not attend these programs. (Brookings, 2017)

FIGURE 2.22B Percentage of 3- to 5-Year-Olds Participating in Activities with a Family Member, by Parents' Education Level, 2019
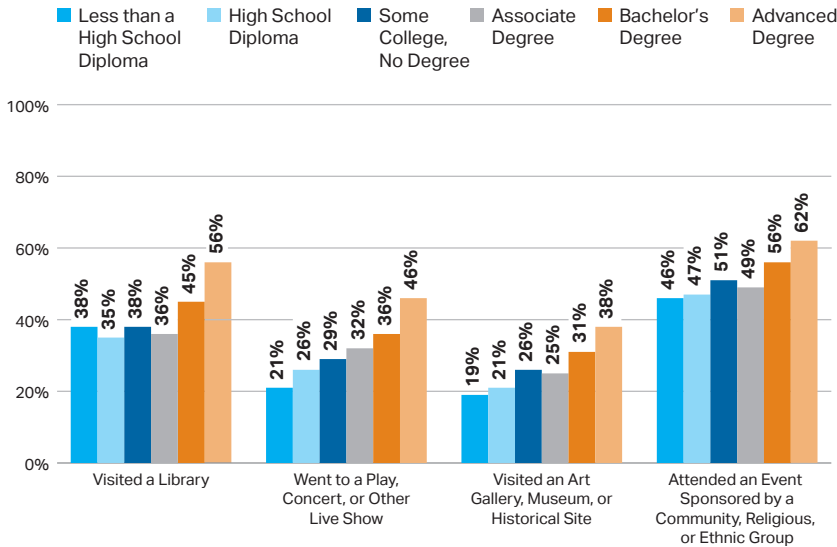

SOURCE: NCES, *Digest of Education Statistics, 2020*, Table 207.10.

Parents and Children: School-Age Children

Children of parents with higher levels of educational attainment are more likely than other children to engage in a wide variety of educational activities with their family members.

FIGURE 2.23A Percentage of Kindergartners Through Fifth Graders Participating in Activities with a Family Member in the Past Month, by Parents' Education Level, 2019
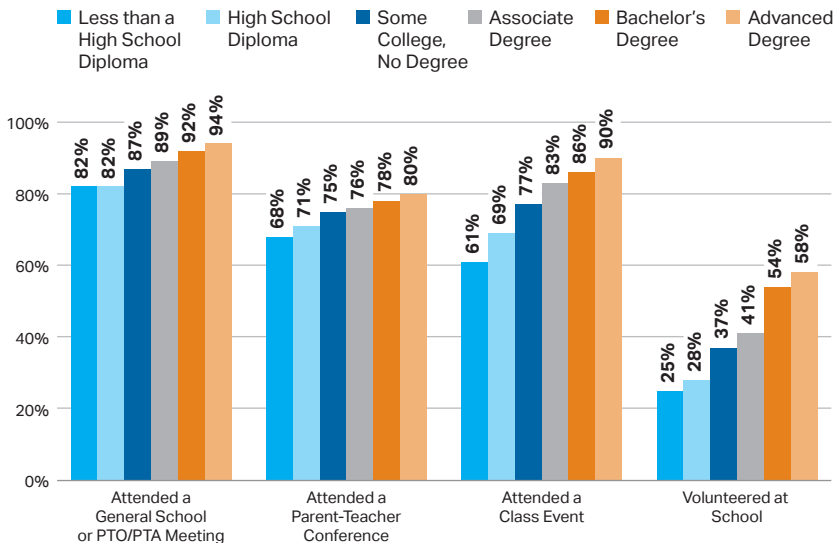
■ Less than a High School Diploma ■ High School Diploma ■ Some College, No Degree ■ Associate Degree ■ Bachelor's Degree ■ Advanced Degree

SOURCE: NCES, *Digest of Education Statistics, 2020*, Table 207.20.

FIGURE 2.23B Percentage of Elementary and Secondary School Children Whose Parents Were Involved in School Activities, by Parents' Education Level, 2019

■ Less than a High School Diploma ■ High School Diploma ■ Some College, No Degree ■ Associate Degree ■ Bachelor's Degree ■ Advanced Degree

SOURCE: NCES, *Digest of Education Statistics, 2020*, Table 207.40.

- Among kindergartners to fifth graders whose parents' highest education was a bachelor's degree, 45% had visited a library in the past month. This compares with 35% of children whose parents had only a high school diploma and 56% of those whose parents held an advanced degree.

- About 20% of children in kindergarten to fifth grade whose parents' highest education was a high school diploma had visited an art gallery, museum, or historical site in the past month, compared with 31% of children whose parents' highest level of education was a bachelor's degree.

- Among parents of elementary and secondary school children, just over a quarter of those whose highest education was a high school diploma volunteered at school; more than half of those with at least a bachelor's degree volunteered.

ALSO IMPORTANT:

- Kalil, Ryan, & Corey (2012) find that "highly educated mothers not only spend more time in active child care than less educated mothers, but that they alter the composition of that time to suit children's developmental needs more than less educated mothers."

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BETA

@CGSGradEd

Future Students, Future Careers: An Update on CGS Initiatives

Suzanne T. Ortega

President

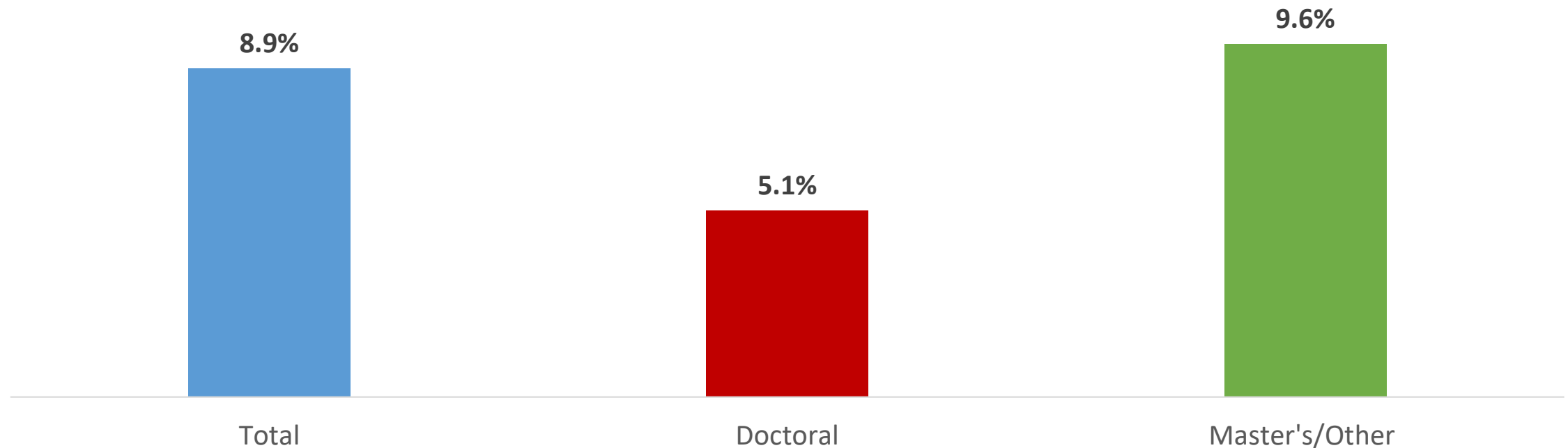Midwestern Association of Graduate Schools

March 29, 2023

Chicago, Illinois

Major Issues, Trends, and Opportunities: Graduate Education

➢ Growth in Master's Education
➢ The Cost of Graduate Education and the Transparency Imperative
➢ Diversity, Equity, and Inclusion
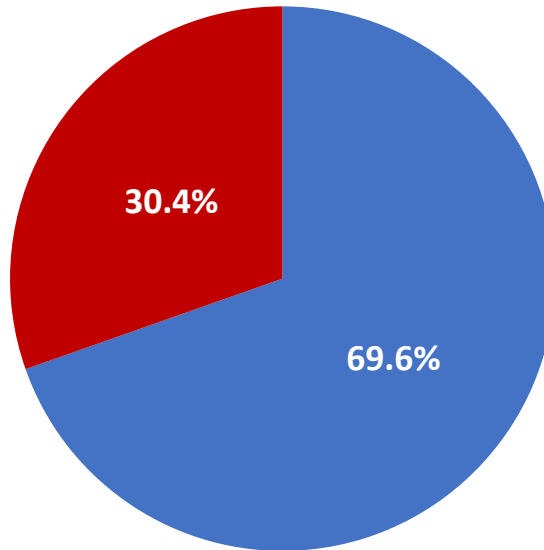➢ Globalization

Part-time graduate students account for 30.4% of first-time enrollment in Fall 2021.

First-time Enrollment by Attendance Status, Fall 2021

30.4%

69.6%

■ Full-time First-time Enrollment ■ Part-time First-time Enrollment

Master's Education: Current & Future Challenges

- Jobs that require a master's degree at entry level are projected to grow by 15% between 2019 and 2029.

- Many industries challenged to diversify their workforce, including for workers with master's degrees.

- Increasing concerns about debt and cost among students, particularly underrepresented minorities.

- Media and policy makers focused on individual ROI; *workforce needs for master's degree holders also need to be a part of the picture.*

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Why postbaccalaureate credentials and certificates now?

- Gap in the research literature
  - Absence of research into postbaccalaureate credentials outside of traditional degrees
  - Lack of literature considering credentials and degrees as part of the same ecosystem

- Aligns with other CGS projects on the master's degree

- Significant CGS member demand and interest in the topic

- Project outcomes will be shared at the 2023 Summer Workshop and a final report later in the year

Promising Practices

- Morgan Completes You (MCY) recruits Baltimore area residents with some post-secondary education but who have not yet earned a degree

- 36/60/30 Framework redesign the doctoral curricula to meet and not exceed Maryland's minimum credit hour requirements

MORGAN STATE UNIVERSITY™

Contact: Mark Garrison mark.garrison@morgan.edu

Expanding Pell for Graduate Students

- A high priority for CGS is expanding access to the federal Pell Grant Program for those pursuing a graduate degree.
- Currently, Pell Grants are only available to undergraduate students that demonstrate financial need.
- Expanding Pell Grant eligibility is crucial to helping low-income students reach their fullest potential and ensuring a vibrant and successful future workforce.
- Legislation has been introduced since the 116th Congress to expand Pell eligibility for those pursuing a graduate degree.
  - Press Release regarding Expanding Access to Graduate Education Act
  - Press Release regarding Pell to Grad Act
  - Policy Brief on Maximizing Pell Grants to Support Graduate Students

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U.S. Department of Education (DOE) Low-Financial Value Program Roster

- CGS' comment letter identified the following key points:
  - Any single set of metrics is likely to be misleading.
  - Given the small size of many graduate programs, results data could compromise the personal information and identity of students.
  - Graduate programs need to be prepared to demonstrate the routine collection of, and ready availability of career outcomes data at the department or program level.
- If plans to publish the list move forward as expected, universities with programs on the list will be contacted by DOE and asked to submit plans to improve the financial value of programs
- This would be an excellent time to begin working with departments to collect information about program alumni and to begin honing the message that not all extremely and socially important work is highly paid.

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Completion and Attrition in Master's Programs: What Do We Know

- 64% of white students completed the degree in 4 years, whereas 55 &60%, respectively, of African Americans and Latinx students did
- Motivation and determination were the most important factors in degree completion (92%) family, non-financial support and being able to study fulltime were also frequently listed (82%)
- Pressures of outside employment were the most frequently cited factors in stopping/dropping out. Lack of faculty, financial and program support were identified by a non-trivial minority (n30%)
- Relationship between a program of study and future job & career prospects must be clear and strong

PhD Career Pathways: A Project with a Strong Foundation

Nov. 2013: The feasibility study was launched.

April 2015: The planning phase was launched.
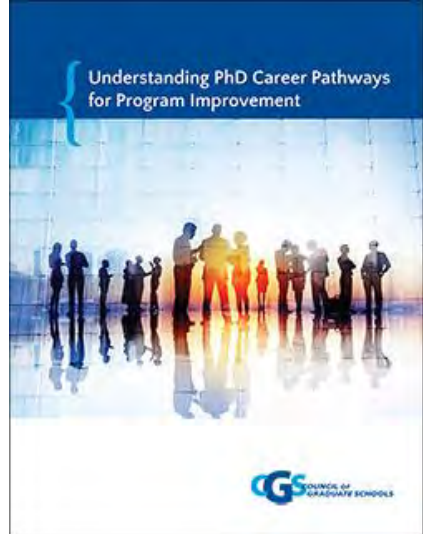
Jan. 2017: The current phase was launched.

Fall 2018 Alumni Survey & Spring 2019 Student Survey were fielded by 55 institutions.

June 2020: NSF awarded $512,000 for the follow-up social science research.

Sept. 2014: CGS convened a workshop

Dec. 2014: CGS feasibility study report was released.

Fall 2017: First Alumni Survey was fielded by 35 institutions.

December 2019: Mellon Fdn. awarded $750,000 for the program improvement phase.

Understanding PhD Career Pathways for Program Improvement

Nov. 2016: The planning phase resulted in an implementation guide & survey questionnaires.

Mar. 2018: NSF awarded a supplemental funding for subawards to MSIs.

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NSF

Mellon Foundation

PhD Career Pathways
A PROJECT OF THE COUNCIL OF GRADUATE SCHOOLS

Key Takeaways About PhD Career Pathways

- Across careers, PhD alumni work in diverse organizational settings

- Across fields of study, PhD holders experience job changes across career stages

- The PhD career pathway is not always linear

- Graduate professional development matters

- Postdoctoral experience helps securing subsequent employment, especially for academic positions

- PhD alumni generally feel well prepared by their programs for subsequent careers; alumni working in research intensive programs feel best prepared

Graduate schools decreased first-time enrollment of U.S. domestic URM students between Fall 2020 & Fall 2021.

Comparisons of Average Annual Percent Changes in First-time, U.S. Domestic Graduate Enrollment by Race/Ethnicity, Fall 2020 to Fall 2021, All Institutions

3.1%

All Institutions

-0.9%

-4.5%

-4.1%

-5.7%

■ American Indian/Alaska Native   ■ Asian/Pacific Islander   ■ Black/African American   ■ Latinx   ■ White
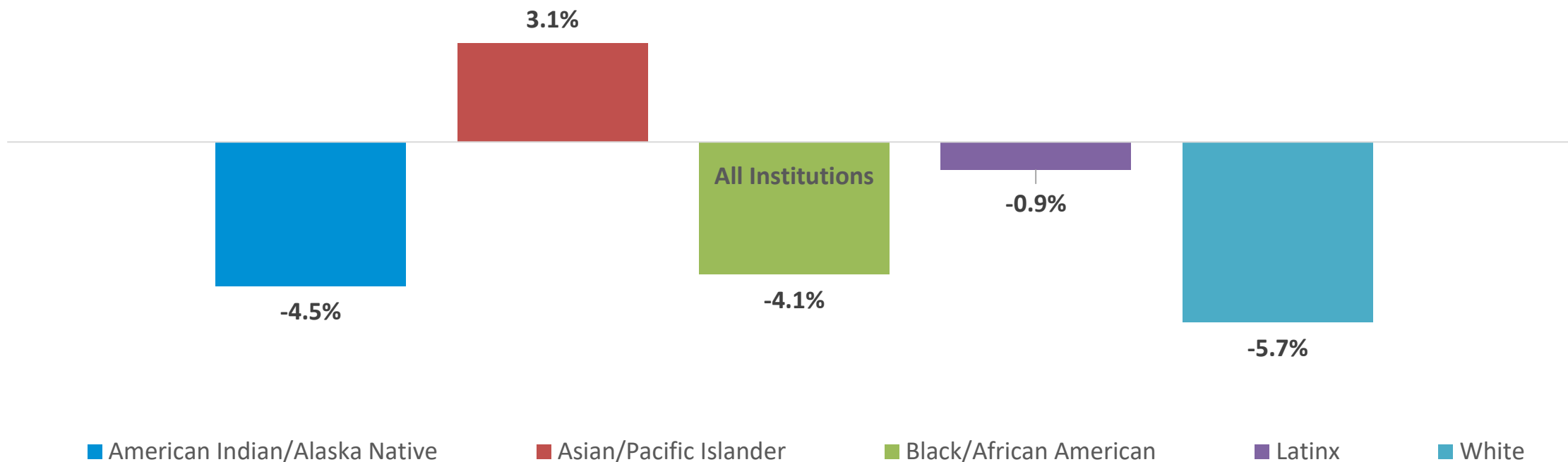
Resources for Recruiting a more Diverse Graduate Student Body

➢ **McNair Scholars Directory**

➢ **The National** **Name Exchange (NNE)**

2022 National Name Exchange (NNE) Cycle

- The mission of NNE is to create opportunities for ethnically and racially underrepresented students to gain access to graduate education.
- 6,026 students enrolled from 76 institutions.
- 26.7% of 2022 enrollees were Latinx, 25.7% African American
- 3,708 enrollees were interested in STEM graduate programs
- 2023 National Name Exchange enrollment begins on March 16

THE NATIONAL NAME EXCHANGE

The increase of first-time graduate enrollment is driven by the growth in international students.

Annual Percent Changes in First-time Enrollment by Citizenship and Degree Level, Fall 2020 to Fall 2021

Bar chart values:
- Total: 8.9%
- U.S. Citizens and Permanent Residents: -4.0%
- International Students: 94.5%
- Doctoral: 5.1%
- Master's/Other: 9.6%
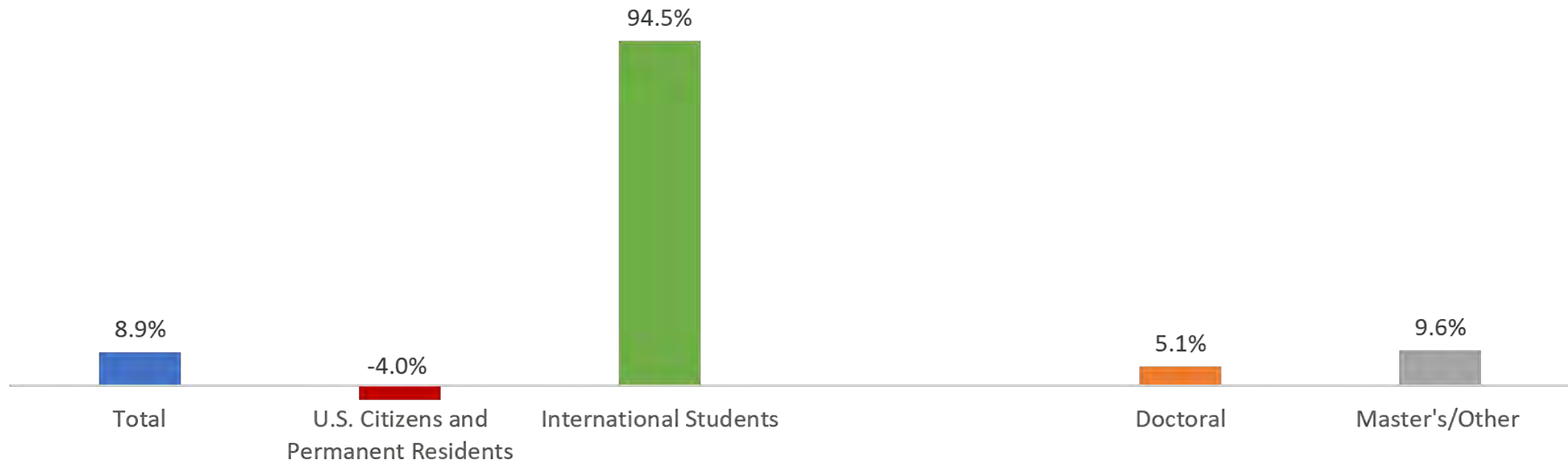
First-time international graduate enrollment in Fall 2022 increased by 143%.

Annual Changes in First-time International Graduate Enrollment by Region/Country of Origin, Fall 2015 to Fall 2022 Admission Cycles							
	Fall 2015 to Fall 2016	Fall 2016 to Fall 2017	Fall 2017 to Fall 2018	Fall 2018 to Fall 2019	Fall 2019 to Fall 2020	Fall 2020 to Fall 2021	Fall 2021 to Fall 2022
Total	**5%**	**-1%**	**1%**	**4%**	**-39%**	**92%**	**143%**
Asia	**8%**	**-2%**	**1%**	**6%**	**-47%**	**115%**	**156%**
China	0%	5%	1%	3%	-37%	35%	123%
India	-7%	-13%	0%	1%	-66%	430%	192%
Japan	-	3%	-17%	8%	-20%	29%	150%
South Korea	10%	-12%	-4%	1%	-11%	11%	109%
Taiwan	14%	10%	1%	5%	-35%	84%	112%
Europe	**8%**	**1%**	**-3%**	**-3%**	**-26%**	**46%**	**103%**
Latin America & Caribbean	**5%**	**-10%**	**4%**	**0%**	**-20%**	**45%**	**130%**
Brazil	-9%	18%	-2%	-7%	-33%	77%	88%
Mexico	12%	-10%	-5%	10%	-6%	41%	109%
Middle East & North Africa	**-11%**	**-5%**	**-12%**	**0%**	**-36%**	**63%**	**118%**
Iran	-	-16%	-10%	-7%	-56%	158%	226%
Saudi Arabia	-13%	-2%	-18%	1%	-36%	62%	36%
North America (Canada only)	**-3%**	**-7%**	**3%**	**6%**	**-5%**	**17%**	**109%**
Oceania	**7%**	**-6%**	**-9%**	**7%**	**5%**	**15%**	**114%**
Sub-Saharan Africa	**3%**	**27%**	**19%**	**22%**	**-28%**	**103%**	**125%**

Note: Not all responding institutions provided valid data for country/region of origin, field of study, or degree objectives.

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Data Source: Council of Graduate Schools International Graduate Applications & Enrollment: Fall 2022.

Globalization and the Diversity, Equity and Inclusion Agenda

- Valuing the voice and cultural lenses of our international students

- Helping the next generation of scientists and scholars understand the context dependence of their work and proposed solutions

Preparation for jobs of the future, not just the present

"In many industries and countries, the most in-demand occupations or specialties did not exist 10 or even five years ago, and the pace of change is set to accelerate."

- World Economic Forum, *The Future of Jobs* Report (2016)

Researchers of the future will need to be better system thinkers.

- Relationship between disciplines
- Organizational context
- Innovation ecosystem
- Flexibility

@CGSGradEd
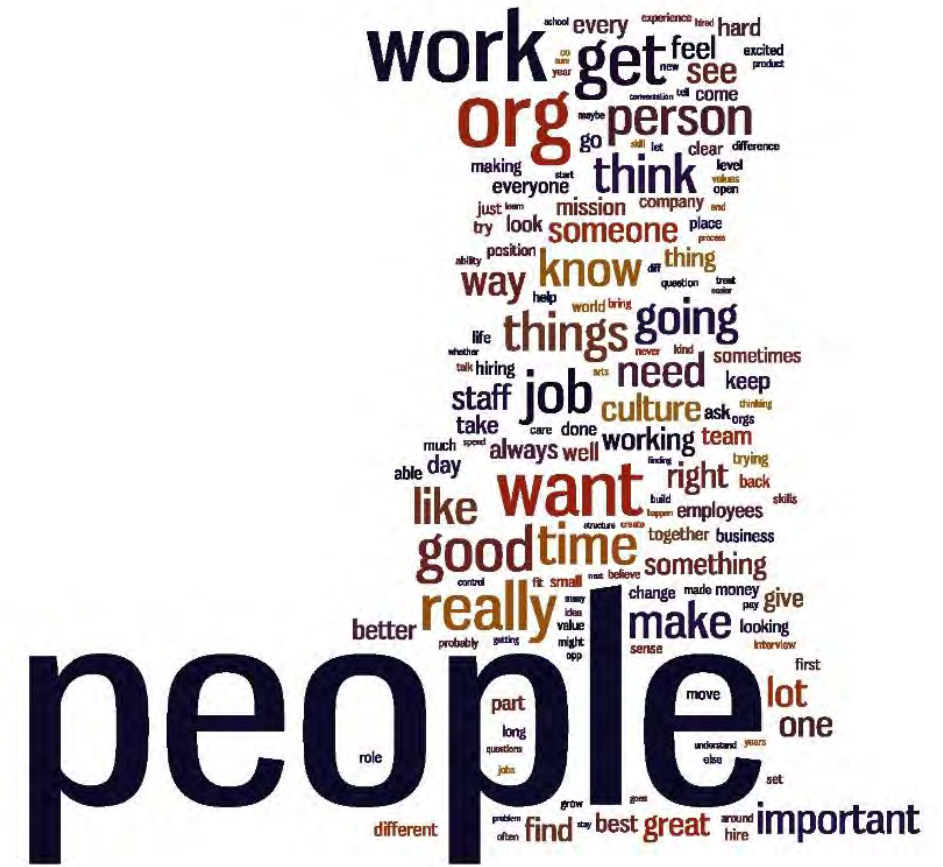
Epilogue, Prologue, or Sequel

Sustainable Development

Goal 4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development

Resources

2022 Global Summit: The Evolving Role of Mentors and Supervisors in Graduate Education

ETS

IGE Hub

Innovations in Graduate Education

IGEHUB.org

CGS COUNCIL OF GRADUATE SCHOOLS

NSF

Home / Data & Insights / Diversity, Equity & Inclusiveness / Social Justice and Anti-Racism Resources for Graduate Education

Social Justice and Anti-Racism Resources for Graduate Education

Information & Tools for Deans, Faculty, Staff and Students

General Resources

Holistic Graduate Admissions

Culturally Aware Mentoring

Discipline-Based Examples

The Humanities Coalition
Phase III of the Career Pathways Project

Mellon Foundation

2023 New Deans Institute and Summer Workshop

We hope to see you in Denver, the Mile High City
July 8-12

CGS COUNCIL OF GRADUATE SCHOOLS

&
Conversation

By the Numbers

20,000+	2,500+	160+	90+	30+	100+	50
GRADUATE STUDENTS	GRADUATE FACULTY	MASTER'S PROGRAMS	DOCTORAL PROGRAMS	ONLINE PROGRAMS	COUNTRIES REPRESENTED	U.S. STATES REPRESENTED

Graduate College

Key Student Facing Functions

- Admissions processing

- Fellowship awarding and processing

- Academic record maintenance and degree certification

- Recruitment and retention programs to support diverse students

- Orientation, student experience and well-being

- Professional & career development

- Thesis deposit & graduation

Impacts on Students and Services

- Emerging from the Pandemic
  - Evaluating student needs in a remodeled landscape
  - Improving and re-launching services
  - Graduate College location changed in 2020
  - Investing in staff retention efforts in a competitive job market

Impacts on Students and Services

- New Technologies
  - Increased communication platforms
  - Chatbots & artificial intelligence

Impacts on Students and Services

- Changing student population
    - More master's and certificate programs
    - Growth in online programs—and students studying remotely

Overview for Today

- Student Services Team

- Discussion: Balancing Student and Staff Needs

- Student Learning Experiences

- Discussion: Modes for Student Engagement

Student Service Team

Graduate College

Former Model
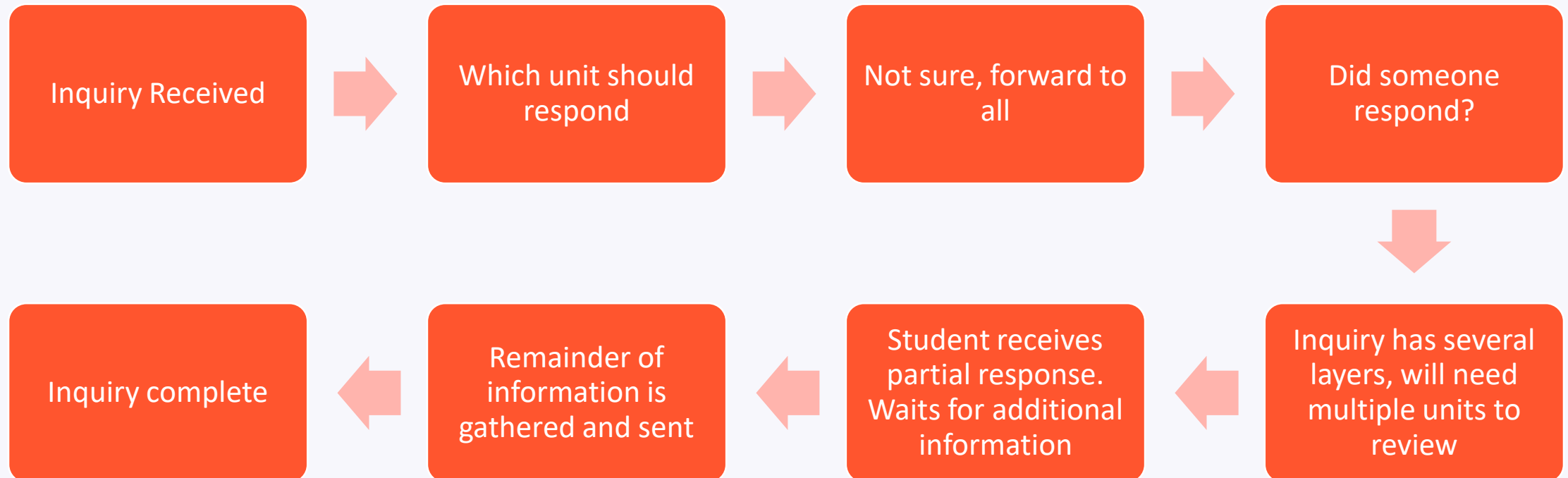
Remodeling Service Structure

- Initiation of the conversation for change
  - Improving student services
  - Increasing efficiencies and reducing response time
  - Providing comprehensive and efficient responses (reduction of re-directs)
  - Creating professional development opportunities for staff

Tiered Service Levels

- Tier I – Reception Staff
    - Serves as intake for in-person visitors
    - Answers main phone line and directs calls as appropriate
    - Responds to general inquiries received in person, phone or by email
    - Assists with appointment scheduling

- Tier II – Student Service Team (3 staff)
    - Advises students, faculty and staff on deadlines, policies and procedures and status updates
    - First line advising for student appointments
    - Cross-trained across different functional units
    - Management of academic calendar and communication of deadlines
    - Updates to webpages around policies and procedures.
    - Back-fill into processing roles during peak periods as needed.
    - Troubleshooting procedural information.
    - Consults with Tier III for guidance to be able respond to complex inquiries or making referrals.

- Tier III – Individual Units

How We Accomplished This

- Reassignment of existing staff

- Rewriting other job descriptions to focus on specialization & processing with reduced student facing outreach

- Promotional opportunity

- No additional FTEs

Supportive Technology Tools

- Acuity scheduling
- Advising notes in Slate
- Merged business email box
- MS Teams
- Options for in person or zoom appts

Current Status

- The responses from students, faculty and staff have been very positive.

- Staff are receiving hands-on experience in addition to intensive training from functional areas in the college.

- Creation of Teams environment to house library of resources created through training experiences.

What's Next?

- Exploring additional technology such as chatbots and live chat hours
- Expanded service hours

Discussion: Balancing Student & Staff Needs

- How have student needs changed—or haven't changed?

Discussion: Balancing Student & Staff Needs

- How have student needs changed—or haven't changed?

- How have staff needs changed—or haven't changed?

Discussion: Balancing Student & Staff Needs

- How have student needs changed—or haven't changed?

- How have staff needs changed—or haven't changed?

- What strategies have you used to balance them?

Learning Experiences

Graduate College

Pre-2020
- Workshops were in person w/ option to listen online
- Advising was entirely in person

2020-21
- Workshops almost entirely virtual
- Advising entirely virtual

2022-
- Most workshops are hybrid-first
- Students expect flexibility in options for advising

Graduate College

Current Status: Options, Flexibility

- Students choose mode for individual advising
- Designing workshop space to increase flexibility, hybrid possibilities
- Canvas-based learning communities for Orientation and Thesis

Current Status: What Do Students Choose?

- Advising
  - In past 6 months, 75% of advising appointments have been online
- Workshops
  - All-Campus Workshops 2022-23: 23 hybrid, 6 online, 2 in person
    - 16% attended in person | 84% attended online
    - In Fall 2019, 52% attended in person

Student Feedback

- Tensions between what students say they want and what they choose
- Students have lower capacity for participation. More inertia, more easily overwhelmed
- Students tell us in-person events are a greater investment but virtual events offer lower value
- Advising: Lower stakes vs. higher stakes

What's Next?

- More asynchronous methods of sharing information:
  - More Canvas-based communities
  - Videos
  - Toolkits
- Understanding student decision-making and continued experimentation
- Communicating value and purpose of various modes

Discussion: Modes for Student Engagement

- How has your approach to engaging students in learning or advising experiences changed since 2020?

- Have you approached one-on-one and group engagement differently?

Discussion: Modes for Student Engagement

- How has your approach to engaging students in learning or advising experiences changed since 2020?

- Have you approached one-on-one and group engagement differently?

- What has been particularly successful?

- What do you still need to figure out?

Questions?
Observations?

Graduate College

Academic Affairs Office | The Graduate College

Sending Out an SOS: Serving Those Who Serve Graduate Students

Heidi Arbisi-Kelm, Assistant Dean for Academic Affairs

Sara Pettit, Academic Affairs Coordinator

Session Plan

- Introductions & Context
- Creation & Structure
- Outcomes
- Thought Exercise

Institutional Profile

- 100+ areas of study across disciplines in 10 different colleges

- Student populations
  - 21,973 Undergraduate
  - 6,156 Graduate
  - 1,886 Preprofessional (doctorate)
  - 1,302 Post-graduate training

Enhancement Impetus

- **Needed**
  - A vehicle for communicating process info to stakeholders
- **Challenges**
  - 1:1 no longer effective
  - AAO at limited capacity
  - Significant turnover among program staff
  - AAO website insufficient
- **Resource Opportunity**
  - Self-service
  - On-demand

Creation

- New coordinators and onboarding

- Returning coordinator reference point

- Recent need for on-demand/online information source

- Guides, documents, helpful checklists

Structure

1-2. Welcome and Quick Links

- Helpful contacts/links/definitions
- Meeting minutes and recordings
- FAQ

4. Advising & Registration

- Enrollment guides
- MAUI and advisor affiliations
- Mentorship and support

6. Unit-Specific Pages

- Instructional/curricular college links
- Future partnership opportunities based on feedback from campus partners

3. Admissions

- Applications, decisions, materials
- New Student Orientation and visit days
- Undergraduate-to-Graduate (U2G) programs

5. Degree Progress & Conferral

- Exam and committee requirements
- Thesis deposit and ProQuest
- Degree applications and commencement

7. Resources to Assist Students

- Offices & campus partners
- Academic/teaching/research links
- Student community & wellness

Example 1

- Basic framework
- Draft ("sandbox") capabilities
- Flexible sections and varied content types (text, image, video embedding, etc.)

Example 2

2. Once in the Advising Summary, scroll down (past the student information) to the section called "Student Notes & Files."

▾ Student Notes & Files

Viewing: All Notes

⊕ Add note **A**

2 notes

	Date	Note By	Note Type	Contact Type	Purpose	Subject	Note	Has Note to Self	Note Shared with Student on MyUI	Files
view	10/27/2022	Cindy Fetters	Advising	Admin Action	Plan of Study Reviewed -- Comp		DMA Comp POS			POS (view)
view	10/13/2022	Frances Boyken	Advising	Admin Action	Planning	Credits Ten Years Old or Older	The Graduate College has approved 6s.h. of graduate level work that ... more			old hours (view)

B   **C**   **D**

Export options: Excel

A. **Add note:** Click here to add a new advising note for the student. When adding a new note, a new window will open in your browser. Select the options that best fit the situation and then hit "save" at the bottom of the window.

B. **View:** View a saved advising note (you may only edit notes that you created).

C. **Note details:** Each note will have a record of who submitted it and what the note contains.

D. **View file:** Click to view (and/or download) an uploaded file. Not all notes will have files associated with them.

Outcomes

- 22.64 page views/day (average, March 2023)

- 100 participants (March 2023)

- Views and deadlines, top page metrics across population and individuals

Page views per week
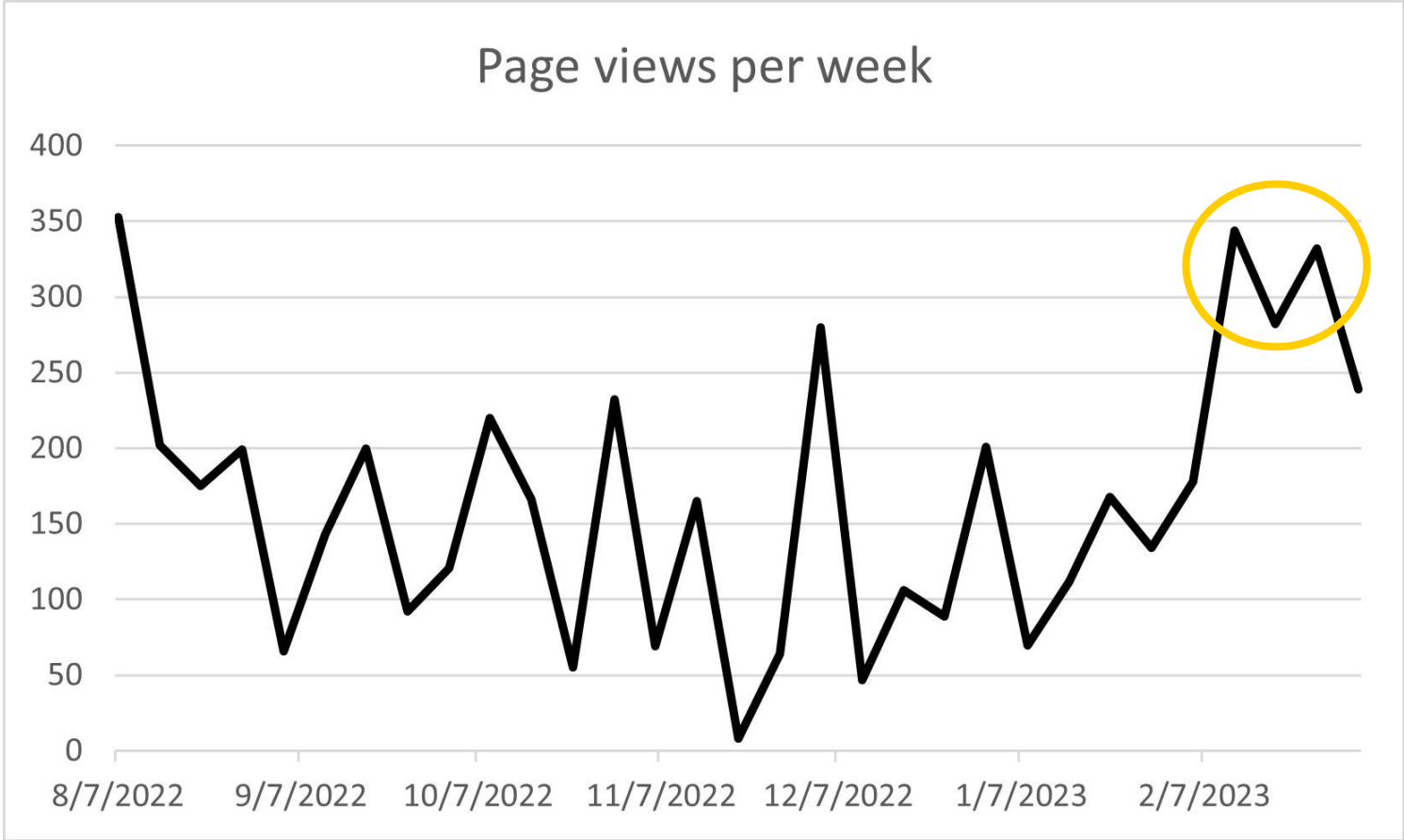
Outcomes
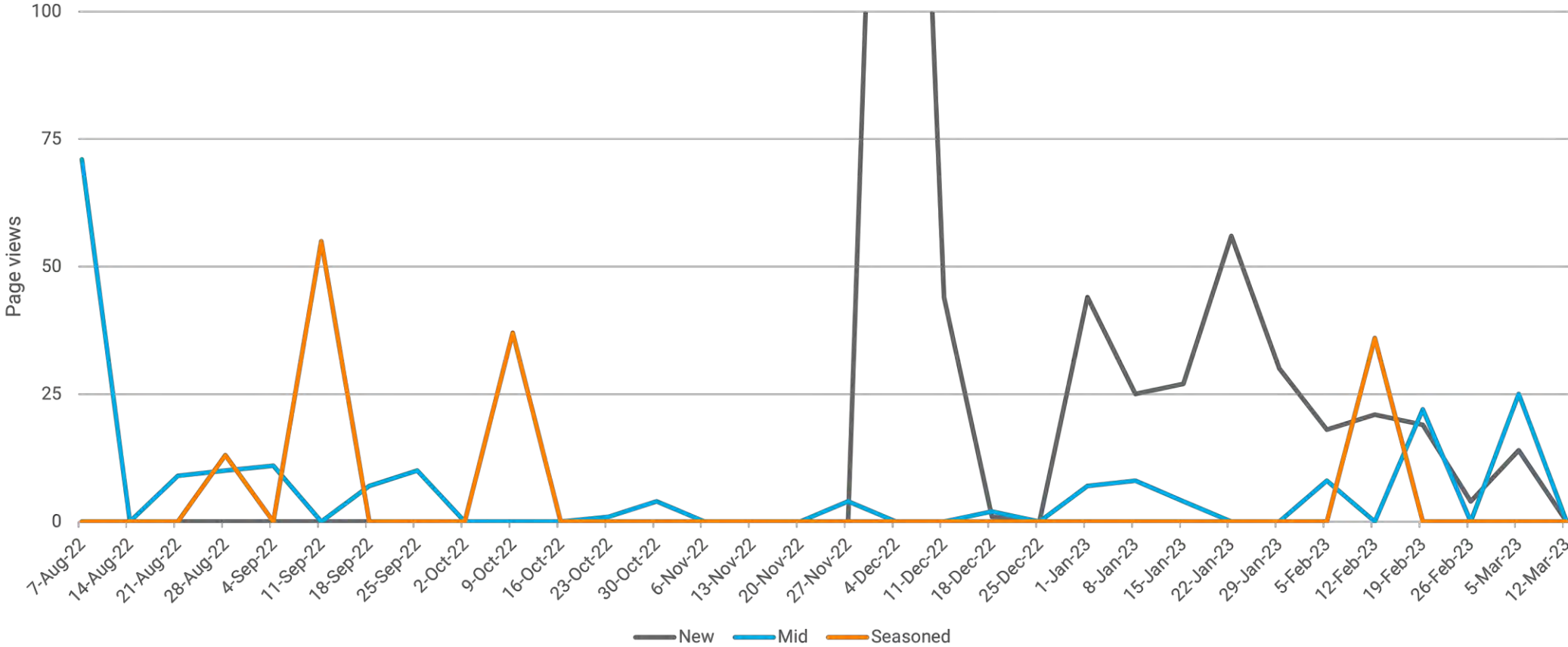
Thought Exercise, Part I: Self-Reflection

- What population are you supporting?
  - Faculty? Staff? Students? A combination of those?
  - How do they interact with those they support?

- What questions do you get most frequently from this population? *(Write down at least 3)*
  - Are the answers to these questions already available?
  - What do you wish you would have known when you started?

- What insights do you have into how your audience approaches the information they need?
  - Is it always the same set of questions, or does it vary by time of year?
  - Do you feel the information has been conveyed but it's just not sticking?

Thought Exercise, Part II: Partner/Small Group

- Share your audience, questions, any insight into audience approach
- Do your questions have a theme? Is it the same as your neighbor's theme?
  - Do the questions have "easy" answers, or do they require a "high touch" or individualized approach?
  - If your questions are widely varied, how might you think about bringing answers together for your stakeholders?
  - How do you think about equity when providing answers?
- Bridging the gap/translating information
  - Do the questions need to be broken down into component pieces?
  - What parameters can you provide that might mean more clarity for your population? (How do you think about the topic, and how might your audience be approaching it differently?)

Final Thoughts

Accessibility and best practices

Content curation, online accessibility (alt text, links), up-front investment in digestible information

Site updates and "living" additions

Dedicated effort, timely updates in alignment with policy changes, meetings, etc.

Stakeholder input & feedback

Coordinator meetings, feedback and responses after new postings

The Graduate Career Landscape: Changing Patterns, Changing Needs

Elysse Longiotti	Jen Teitle	Julie Rojewski
Northwestern University	University of Iowa	Michigan State University

Dr. Julie Rojewski
Director of PhD Career
Development

Elysse Longiotti
Associate Director, Student Career
Advising

Dr. Jennifer Teitle
Assistant Dean for Graduate
Professional Development

In this session, we are going to explore the landscape of "Graduate Careers" by looking at different trends:

1) What do institutions offer (and what does that tell us)?

2) What do students say they want and value?

3) What do students *actually* seem to want and value?

4) In light of these data and observations, where are we focusing our work and attention?

Context (and how it shapes what we're talking about)

- Where is graduate career development in our institutions?

- What kinds of work do we do?

- Which "Graduate Students" do we serve?

NU Career & Professional Development

Division of Student Affairs

Northwestern Career Advancement

Office of the Provost

The Graduate School

Employer Relations

Career Advising

Operations

Academic Affairs

Diversity & Inclusion

Student Life

English Language Programs

Graduate and Postdoctoral Training & Development

Student Services

Associate Director, Student Career Advising

Director, Doctoral and Postdoctoral Professional Development

Assistant Director, Career & Professional Development

MSU Graduate School

Office of Student Life and Engagement

$

80/20 FTE

MSU Graduate School
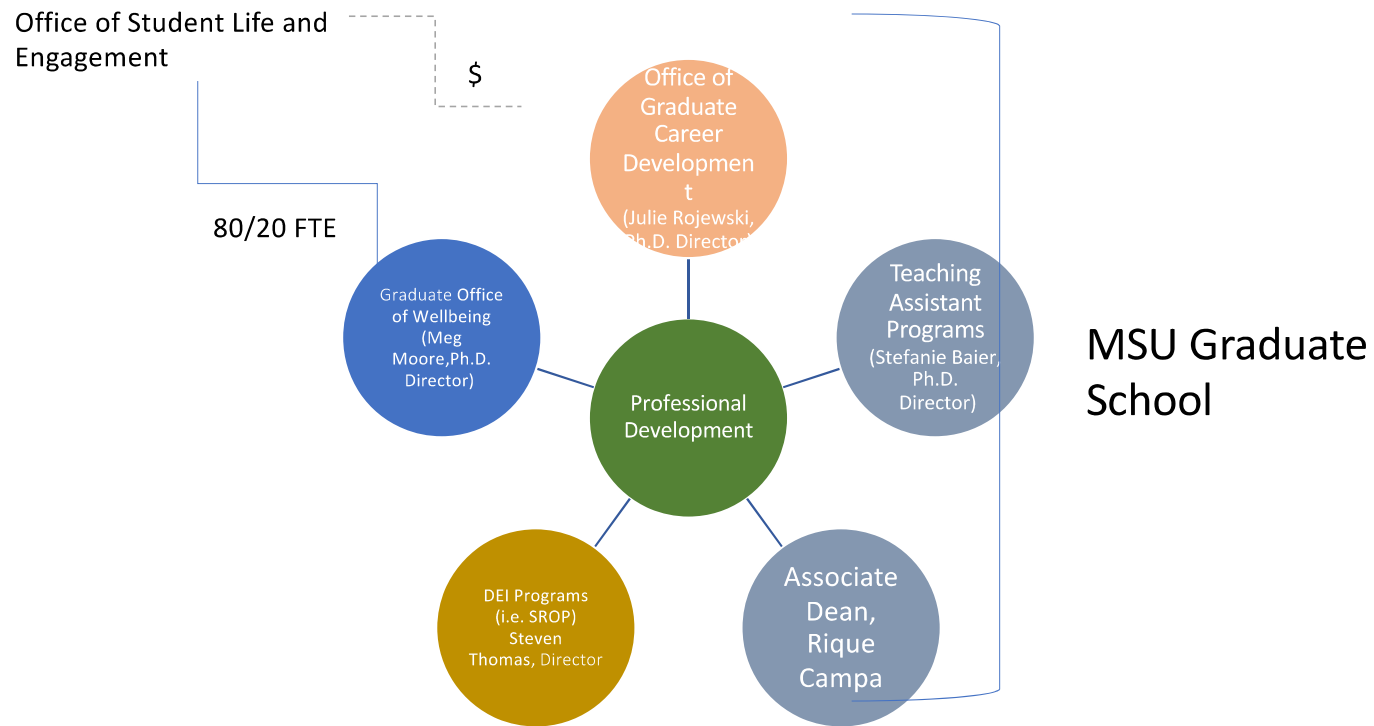
University of Iowa Graduate College Student Success Offices
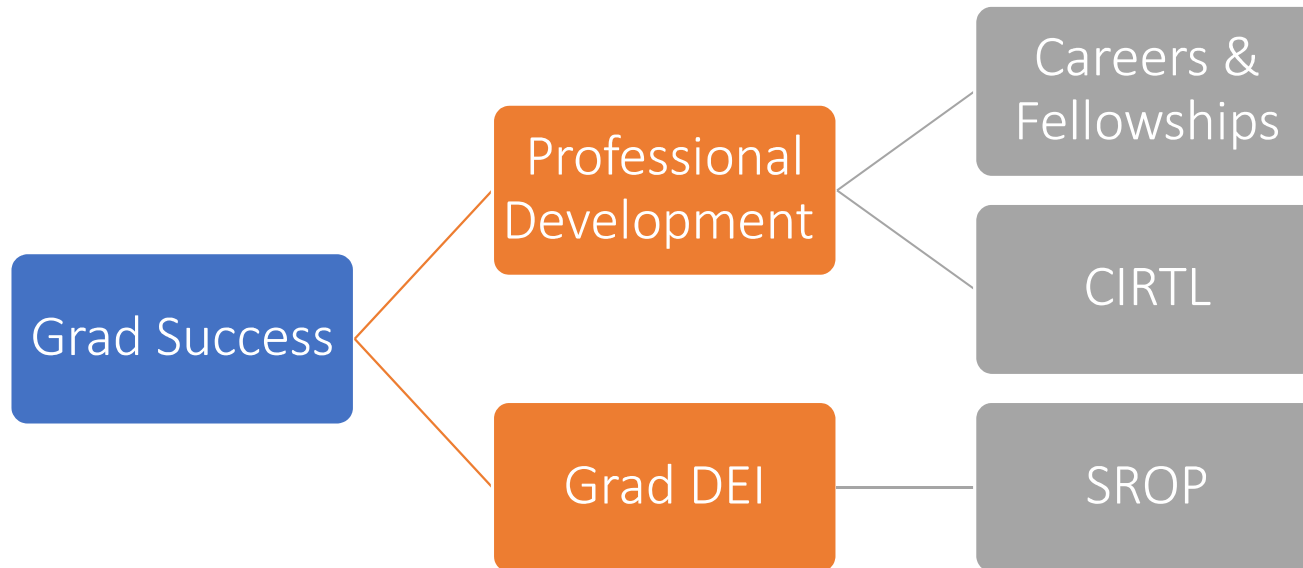
Office Reporting Structure

Questions

Questions
- Graduate School
- Provost, President, or
- Central Career Center
- Postdoc Office
- School Career Center
- Department

What about other campuses?
Data from the GCC survey

What do students think?

And how do we know?

Hint: We have both data and eyes.

Grad SERU Data from
MSU and UIowa

Iowa PhD Students' Interest in Career Sectors

Career Interests

Percent responding 'Interested,' 'Very interested,' or 'Extremely interested' in response to the prompt:

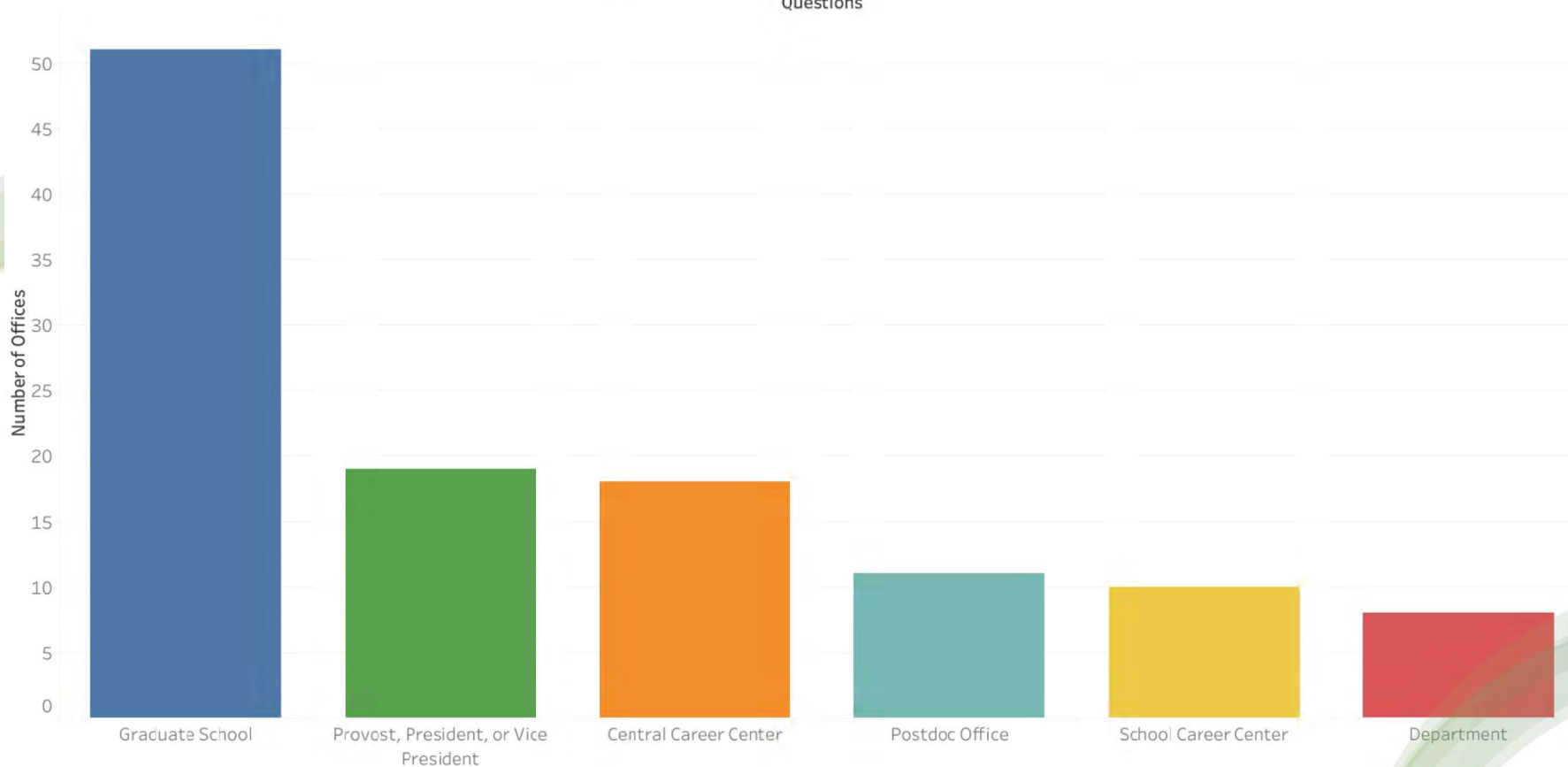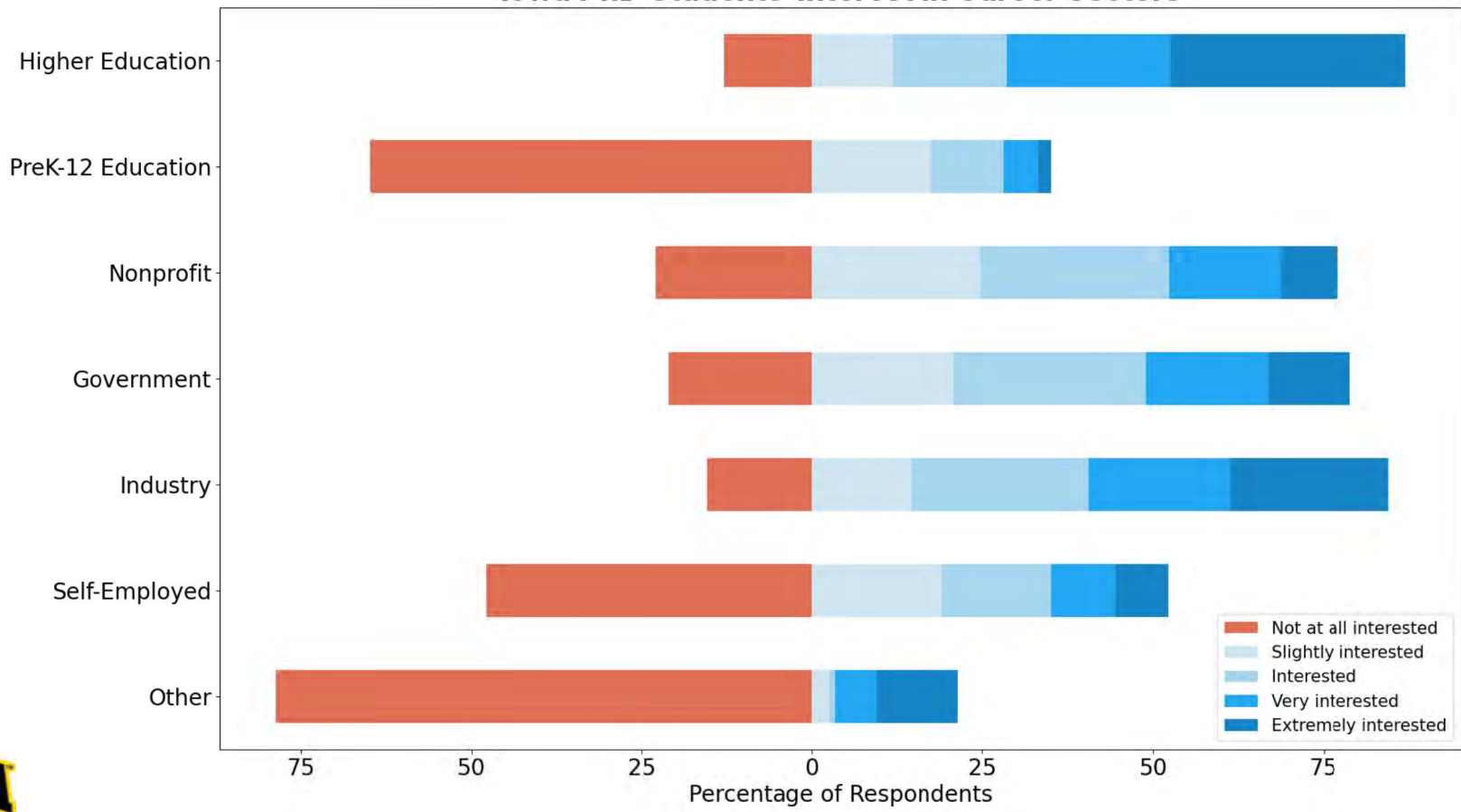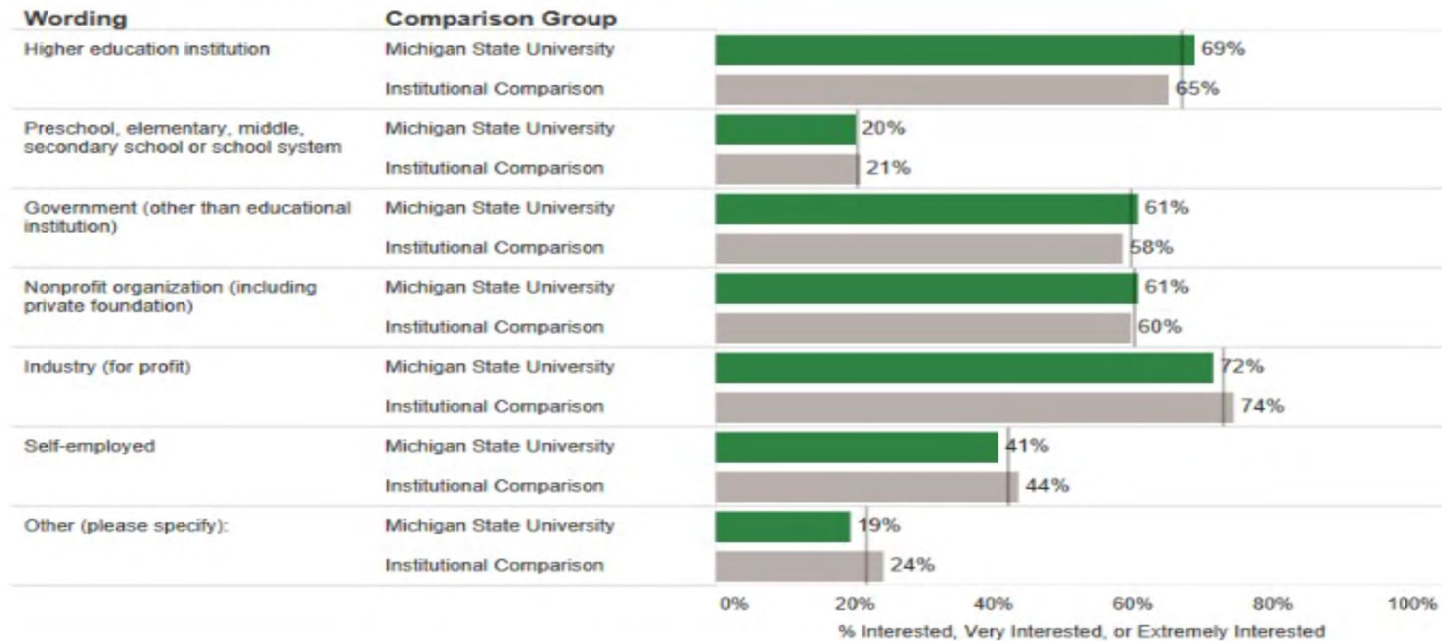## "How interested are you in working in the following employment sectors after completing your degree?"

Number of Respondents: 364 to 30,204

Note: If there is no data in the chart below, the number of responses is too small to display.

Wording	Comparison Group	
Higher education institution	Michigan State University	69%
	Institutional Comparison	65%
Preschool, elementary, middle, secondary school or school system	Michigan State University	20%
	Institutional Comparison	21%
Government (other than educational institution)	Michigan State University	61%
	Institutional Comparison	58%
Nonprofit organization (including private foundation)	Michigan State University	61%
	Institutional Comparison	60%
Industry (for profit)	Michigan State University	72%
	Institutional Comparison	74%
Self-employed	Michigan State University	41%
	Institutional Comparison	44%
Other (please specify):	Michigan State University	19%
	Institutional Comparison	24%

% Interested, Very Interested, or Extremely Interested

Program Support for Nonacademic Career Exploration

Legend:
- Not at all supportive
- Slightly supportive
- Supportive
- Very supportive
- Extremely supportive

Percentage of Respondents
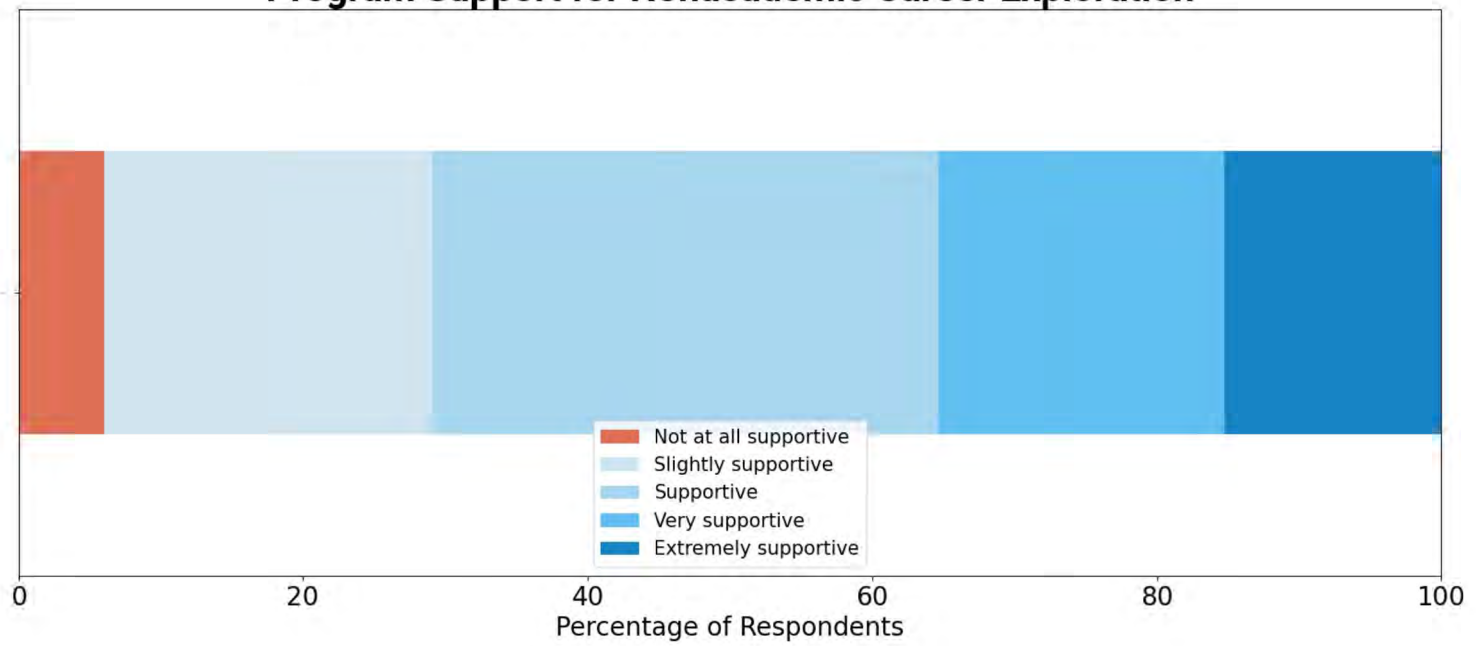
Non-Academic Career Support

Percent responding 'Supportive,' 'Very supportive,' or 'Extremely Supportive' in response to the prompt:

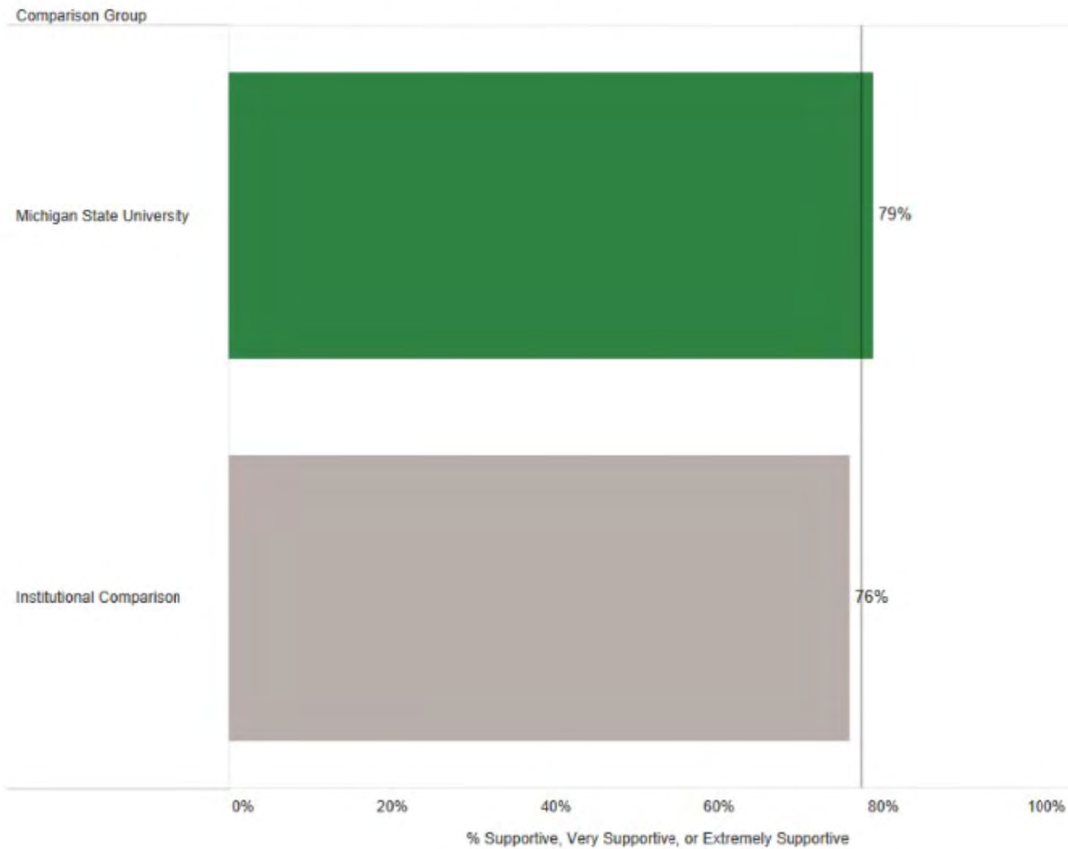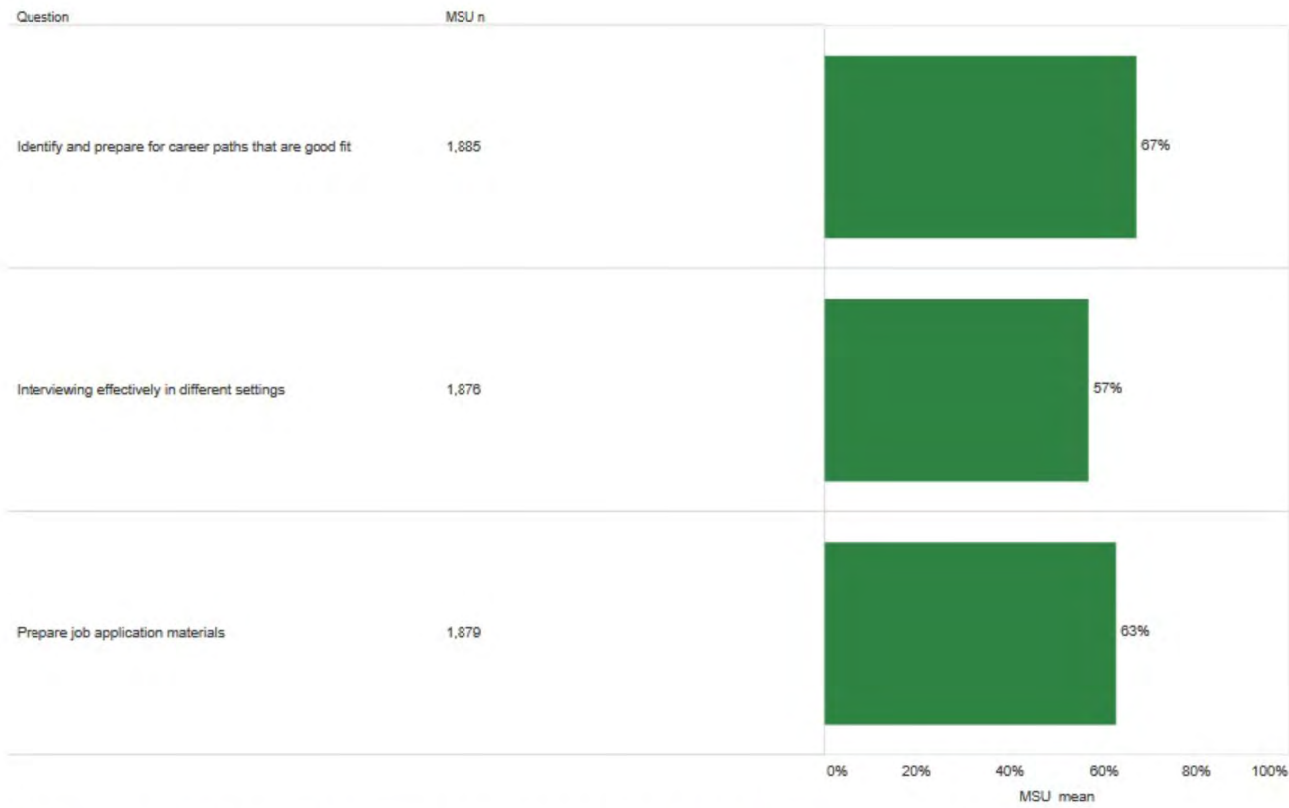### "How supportive is your program or department of the exploration of nonacademic careers?"

Number of Respondents: 2,023 to 30,161

Note: If there is no data in the chart below, the number of responses is too small to display.

Comparison Group

% Supportive, Very Supportive, or Extremely Supportive

Job Search Preparation (% who endorsed "Well," "Very Well," or "Extremely Well")

Question	MSU n	
Identify and prepare for career paths that are good fit	1,885	67%
Interviewing effectively in different settings	1,876	57%
Prepare job application materials	1,879	63%

0%   20%   40%   60%   80%   100%

MSU mean

Note that there is no institutional comparative data for these questions on professional development, as the University of Minnesota provided us only MSU data.

Change in Iowa PhD Students' Interest in Career Sectors since Starting Program

Change in MSU PHD Students' Interest in Career Sectors Since Starting Program

Percent responding 'Increased' or 'No Change' or 'Decreased' in response to the prompt:

"How has your interest in working in the following employment sectors changed since starting your current degree program?"

Number of Respondents: 154 to 696

Note: If there is no data in the chart below, the number of responses is too small to display.

Wording
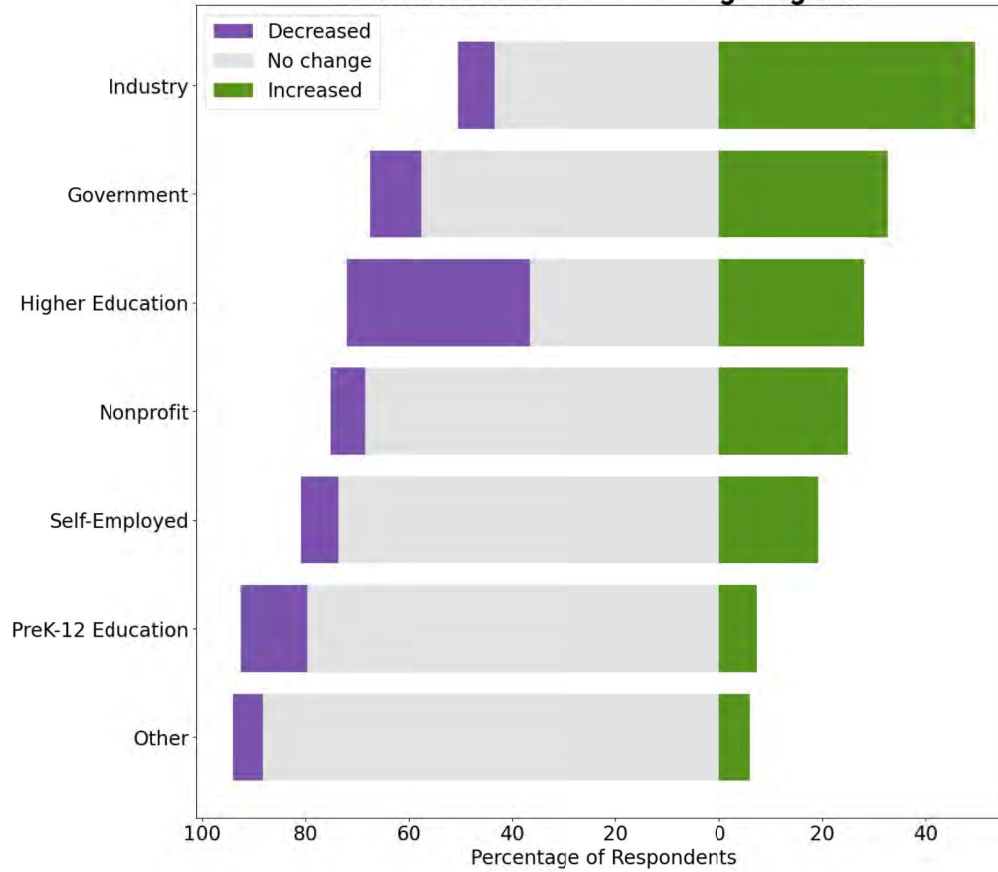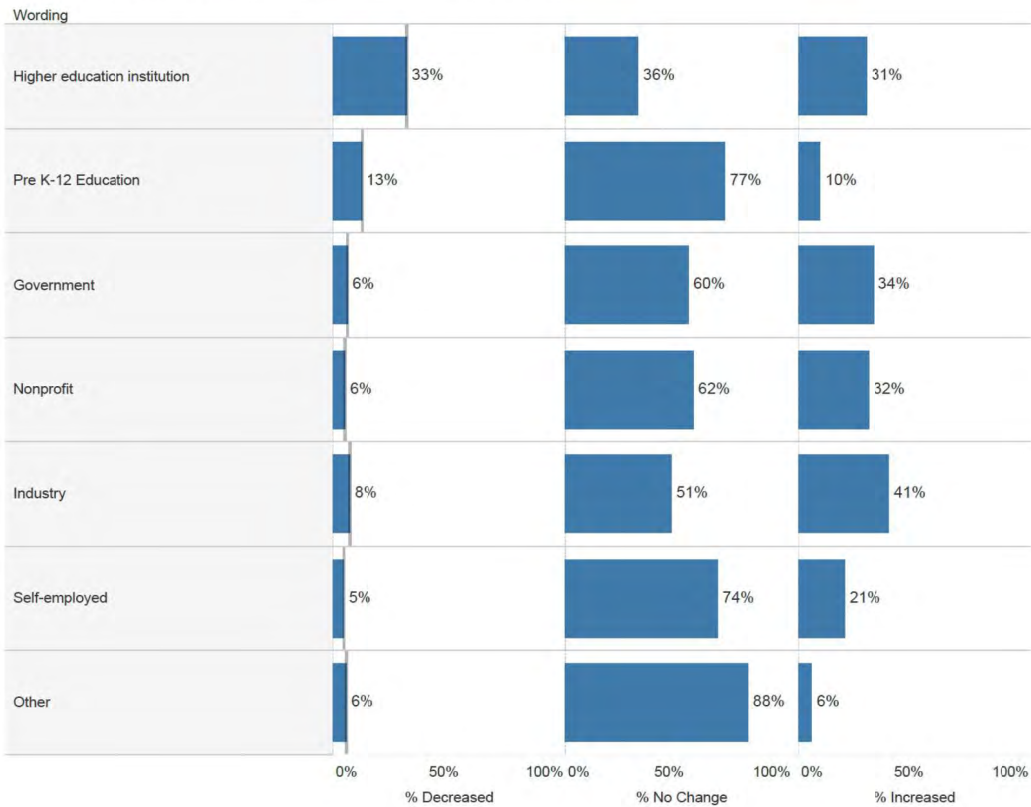
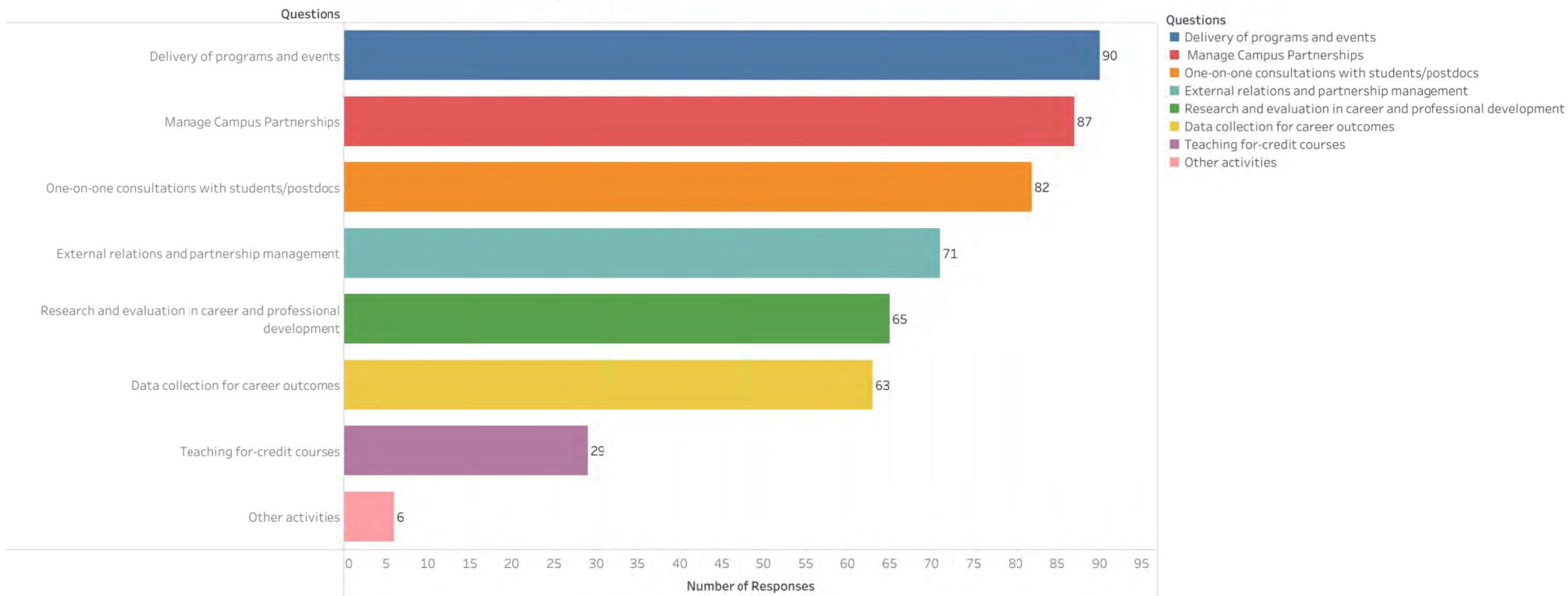|	% Decreased	% No Change	% Increased
Higher education institution	33%	36%	31%
Pre K-12 Education	13%	77%	10%
Government	6%	60%	34%
Nonprofit	6%	62%	32%
Industry	8%	51%	41%
Self-employed	5%	74%	21%
Other	6%	88%	6%

What does Grad SERU tell us?

- MSU and Iowa students respond that they generally have support from their departments to explore diverse careers

- And they generally feel supported in preparing for diverse roles, and for changing their minds about career goals

- Students report general positive support from their programs in career exploration.

- This suggests that students think institutions are doing a "good" job supporting their goals and career exploration

HOW do we support our students?

Office Activities

Questions	Number of Responses
Delivery of programs and events	90
Manage Campus Partnerships	87
One-on-one consultations with students/postdocs	82
External relations and partnership management	71
Research and evaluation in career and professional development	65
Data collection for career outcomes	63
Teaching for-credit courses	29
Other activities	6

Questions
- Delivery of programs and events
- Manage Campus Partnerships
- One-on-one consultations with students/postdocs
- External relations and partnership management
- Research and evaluation in career and professional development
- Data collection for career outcomes
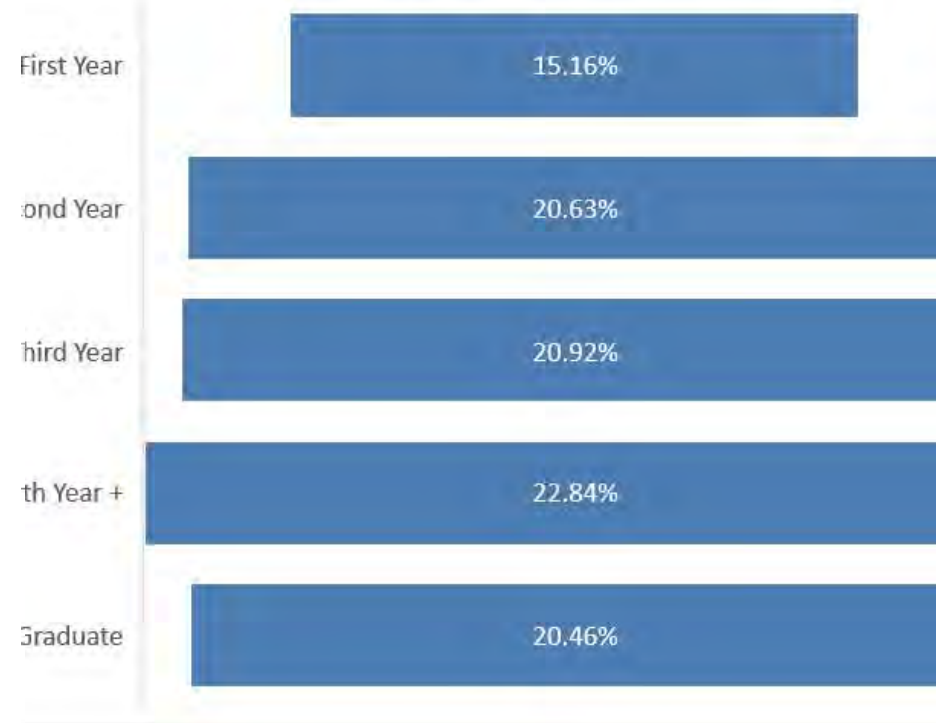- Teaching for-credit courses
- Other activities

Northwestern Career Advancement Student Engagement & Satisfaction Data

- NCA has an average of 2.54 contact points with students (undergrad & grad)

- As an office, 84% of students stated they were generally or very satisfied with advising services in 2021-2022 post-appointment survey.

- PhD students consistently report an average of 4.98/5 satisfaction with advising services in post-appointment survey over the past 5 years.

Class Year of Students Using NCA Counseling/Advising Services

Class Year	Percentage
First Year	15.16%
Second Year	20.63%
Third Year	20.92%
Fourth Year +	22.84%
Graduate	20.46%

Qualitative Feedback from Student Satisfaction Survey

Key take aways:

- Higher return rates for PhD students

- Importance of trust and role of knowing staff members, not an office

- Rarely are appointments one-dimensional but are holistic, big picture conversations

"First time meeting with [my career advisor], felt like she knew more about my career than anyone else in the 30 minutes we talked. She was super helpful and joyful to talk to. My CV is going to be much better thanks to her, and 100% will return for more advice."

"I've never attended a career center at any institution. I'm a convert and wish I had visited sooner. On top of the very real and practical career know-how, I felt real kindness and care from [my career advisor], which I appreciated all the more given how the pandemic has made my future feel incredibly insecure."

"[My career advisor] is awesome! She always does a great job really understanding my career goals and makes it a point to know everyone personally, despite being a career advisor for the entire [doctoral] student body[...] She also targets the exact pain points in the job application process and provides very constructive solutions. Thanks for always being there!"

What do NU graduate students ask for?

N

Workshops

Job Search Strategies & Resources

Skills, Values, Interests and Your Career

Networking & LinkedIn

CV to Resume Writing

Cover Letter Writing for Non-academic Roles

Behavioral Interview Preparation

Salary Negotiation

Academic Job Materials

Series

Academic Job Market Boot Camp

Quarterly 4-part Career Exploration Series

Summer 9-part Career Exploration "Course"

Consulting for Advanced Degree Candidates

Data Science Toolkit for Humanists

Mission-Driven Careers

1:1 Appointments

Career Exploration & Assessment

Career Planning & Goal Setting

Materials (academic and beyond the academy)

Networking and Linkedin

Interview Preparation

Job Talk Preparation

Mock Interviews

Salary Negotiation

Additional Resources and Support

Subscription-based Resources

Beyond the Professoriate Training Platform

CaseCoach

Daybook

Firsthand (formerly Vault)

Goinglobal
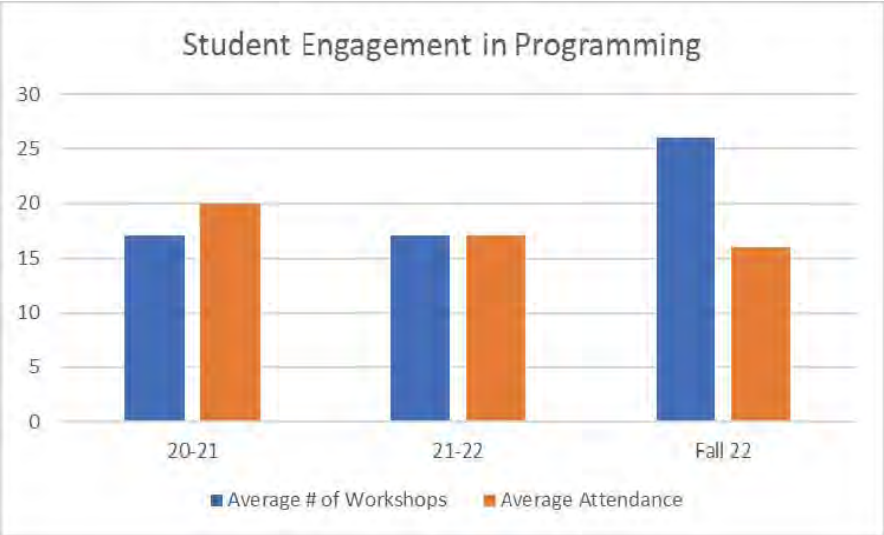
Mergent Intellect

NEC Bridge

Open to All PhD Students

ImaginePhD

IntersectJob Simulations

MyIDP

Northwestern PhD Student Engagement Data

Annual Programming

Student Engagement in Programming

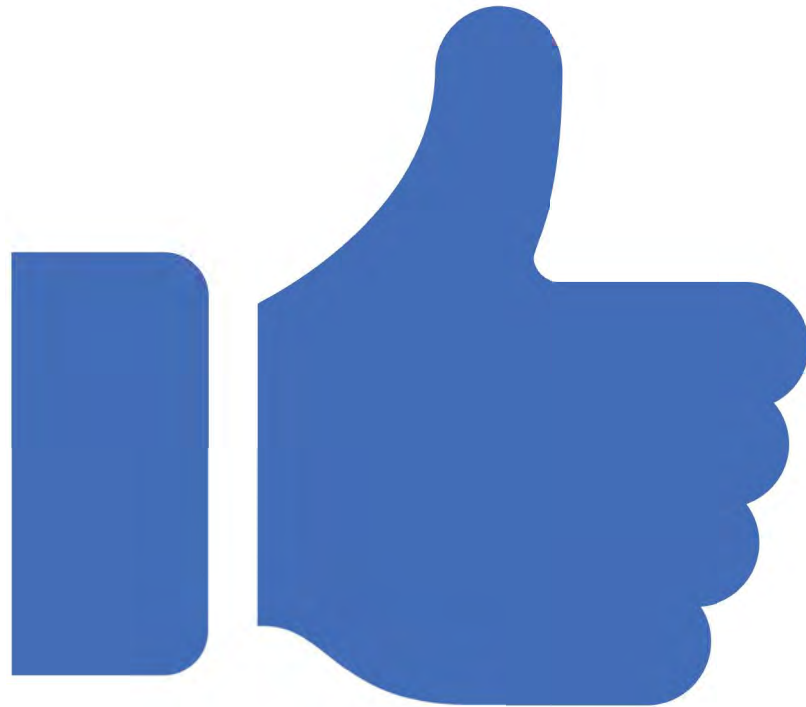- Average # of Workshops
- Average Attendance

Appointment Trends

Appointments

*includes 3-week vacation for dedicated doctoral adviser

We are doing a great job, right?

They say they love what we do…but what are they *showing* us?

- Workshop attendance trends

- Individual Advising Appointments

- Boutique services; JIT availability; convenience

- To have explicit and distilled support tailored to them

- Despite claiming program support, they want support from outside/centralized (aka, our) offices

With these data and feedback, where are we focusing our efforts?

Faculty engagement

Employer Engagement

Mental Health

Faculty Engagement

- Connecting with Courses

- Training Grant Applications

- Active Referrals for Career Support

- Faculty Learning Communities/PD in Mentoring

- Variable Across Disciplines

Employer Engagement

- The changing employer landscape:
  - Balancing employer interest in virtual, hybrid, and in-person programming
  - Change in employer-developed and offered content
- Challenges graduate student consulting organization faces in adapting annual event to meet employers where they are and provide value to 400+ graduate student members.

Northwestern Employer Engagement Data

AY20-21

- # in person events: 0

- # Northwestern University virtual events*: 290

- Overall # virtual events in Handshake including career center programming: 1,724

AY 21-22

- # in person events: 23

- # Northwestern University virtual events*: 457

- Overall # virtual events in Handshake including Northwestern career center programming: 2186

YTD AY22-23 (9/20/22-3/31/23)

- # in person events: 82

- # Northwestern University virtual events*: 170

- Overall # virtual events in Handshake including Northwestern career center programming:1580

- *(inclusive of NCA workshops hosted virtually)

Mental Health and Careers: A Trend

- Small cohort of people who are starting early, and "obsessing" over strong preparation for post-career options

- On many campuses, it is easier to get an appointment to talk with a career advisor than a mental health supporter; "career concerns" represent other concerns

- Early career PhDs coming out of the pandemic and connecting here

Other Trends to Watch

- Instability in the financial and tech sectors
- Immigration: Knowledge of OPT/CPT is essential

Takeaways

Graduate students want, need, and expect professional development to be available to them

Small staffs =/= bespoke service models

Online resources are excellent and needed for capacity: usage is variable

Programs and Faculty as partners, mentors is an ongoing conversation

Traditional workshops and advising are important, but are they enough? Are they sustainable?

Balancing what students want vs. what they "need" (and who decides?)

From Baby Boomers to Gen Z: How to "Click" with Students

Nicole Lounsbery, PhD, Director, Graduate School
Kristen Kponyoh, Assistant Director, Graduate School

SOUTH DAKOTA
STATE UNIVERSITY

HOW DO PEOPLE GET THEIR NEWS?

- According to a Pew Research study, 52% of American adults prefer to get news on a digital platform

- Younger generations are more likely to get their news from online sources and videos

- Video (visual and audio) consumption edges out text consumption overall, especially among younger adults

- Facebook is still the undisputed leader among social media news sources
  - Predominant usage is by women ages 30-49

News consumption across platforms

% of U.S. adults who _____ get news from ...

	Digital devices			Television			Radio			Print publications		
	2020	2021	2022	2020	2021	2022	2020	2021	2022	2020	2021	2022

Digital devices

- Never: 2020: 7%, 2021: 8, 2022: 8
- Rarely: 2020: 7%, 2021: 8, 2022: 10
- Sometimes: 2020: 26%, 2021: 33, 2022: 33
- Often: 2020: 60%, 2021: 51, 2022: 49

Television

- Never: 2020: 11, 2021: 12, 2022: 14
- Rarely: 2020: 20, 2021: 20, 2022: 21
- Sometimes: 2020: 28, 2021: 32, 2022: 33
- Often: 2020: 40, 2021: 36, 2022: 31

Radio

- Never: 2020: 21, 2021: 22, 2022: 24
- Rarely: 2020: 28, 2021: 27, 2022: 29
- Sometimes: 2020: 34, 2021: 36, 2022: 34
- Often: 2020: 16, 2021: 15, 2022: 13

Print publications

- Never: 2020: 29, 2021: 32, 2022: 33
- Rarely: 2020: 39, 2021: 33, 2022: 34
- Sometimes: 2020: 22, 2021: 24, 2022: 25
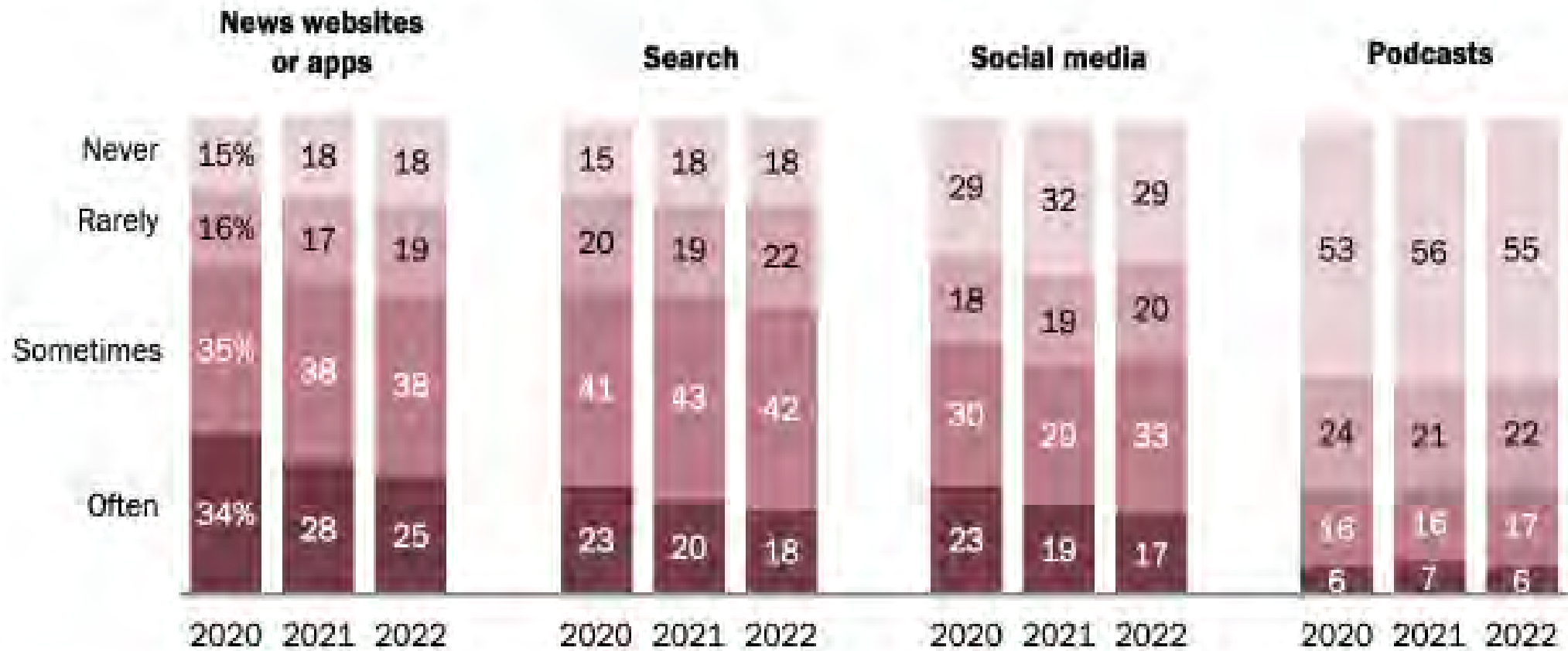- Often: 2020: 10, 2021: 10, 2022: 8

Note: Figures may not add up to 100% due to rounding.
Source: Survey of U.S. adults conducted July 18-Aug. 21, 2022

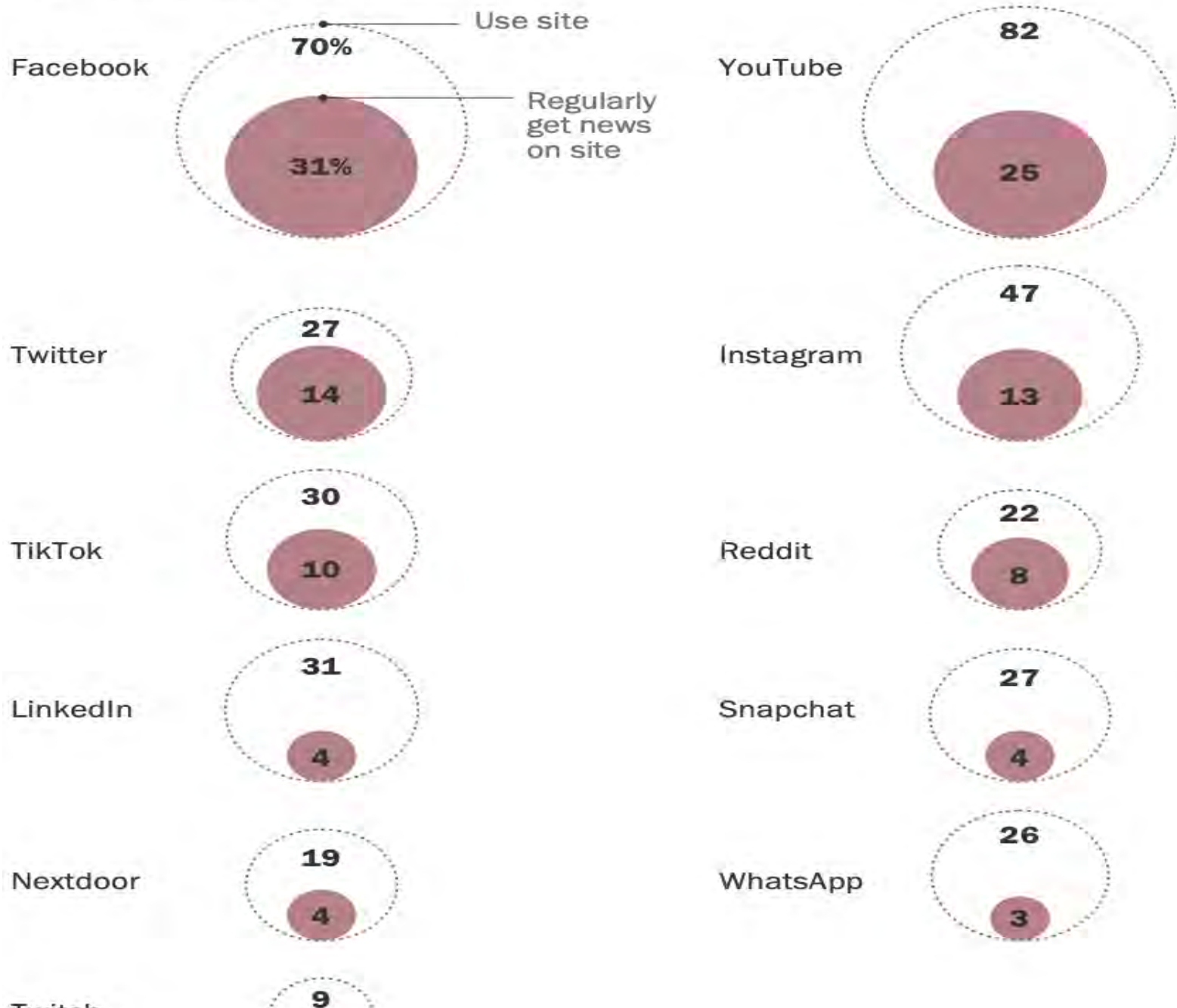# News consumption across digital platforms

% of U.S. adults who ____ get news from ...

	News websites or apps			Search			Social media			Podcasts		
	2020	2021	2022	2020	2021	2022	2020	2021	2022	2020	2021	2022
Never	15%	18	18	15	18	18	29	32	29	53	56	55
Rarely	16%	17	19	20	19	22	18	19	20			
Sometimes	35%	38	38	41	43	42	30	29	33	24	21	22
Often	34%	28	25	23	20	18	23	19	17	16	16	17
										6	7	6

Note: Figures may not add up to 100% due to rounding.
Source: Survey of U.S. adults conducted July 18-31, 2022

PEW RESEARCH CENTER

News consumption and use by social media site

% of U.S. adults who ...

Facebook
Use site — 70%
Regularly get news on site — 31%

YouTube
82
25

Twitter
27
14

Instagram
47
13

TikTok
30
10

Reddit
22
8

LinkedIn
31
4

Snapchat
27
4

Nextdoor
19
4

WhatsApp
26
3

9

SOCIAL MEDIA USE

- Baby Boomers – born between 1946-1964
  - 70% use YouTube regularly
  - 68% use Facebook regularly
  - 23% use Instagram regularly
  - 9% use Snapchat regularly

- Gen X – born between 1965-1980
  - 89% use Facebook at least once a month
  - 45% use Instagram at least once a month
  - 19% use Snapchat at least once a month

*Pew Research Study conducted April 2021

SOCIAL MEDIA USE (CONT.)

- Millennials – born between 1981-1996
  - 87% use Facebook at least once a week
  - 86% use YouTube at least once a week
  - 71% use Instagram at least once a week
  - 52% use Snapchat at least once a week

- Gen Z – born between 1996-2012
  - 89% use YouTube regularly
  - 71% use Instagram regularly
  - 65% use Snapchat regularly
  - 48% use TikTok regularly
  - 36% use Facebook regularly

HOW COVID-19 HAS IMPACTED MEDIA CONSUMPTION

- https://www.visualcapitalist.com/media-consumption-covid-19/

- Media consumption has seen a massive increase with online videos seeing the greatest increase across all generations

- 80% say they consume more content since the COVID-19 outbreak

- Regardless of content, every generation relies heavily on video for distraction and information creating a huge opportunity to engage a captive audience regardless of age

COMMUNICATION STATISTICS AND TRENDS

- Every Generation checks YouTube at least once a week - even 52% of Baby Boomers!

- Facebook is now the realm of "old people"
  - Millennials and Gen Z have moved on to Instagram, Snapchat, YouTube and TikTok
  - Why?
    - Visual experience is taking over
    - Young people feel pressure to look the part and follow trends
    - Not interested in sifting through content (Facebook, Twitter)

- Video rules the social media landscape!

POPULARITY OF VIDEO

- Richer content

- More versatile

- Ability to watch without volume/listen without watching – more options!

- People watch videos to gain knowledge or learn skills
  - How to fix something, cook, apply makeup, etc.
  - Video accounts for 82% of internet traffic globally and live video has grown 15 times larger
  - 7 in 10 Gen Zers said watching videos helps them feel more connected

VIDEO STATS AND TRENDS

- Data indicates that adding personalized video to emails increases:

  - Open rates by 19%

  - Click through rates by 65%

  - Response rates by 200%

  - 95% of a message is remembered when in video vs. just 10% in plain text

Covideo LLC 2020

South Dakota
State University

COVIDEO

- **Personalized** video email platform used by SDSU that allows you to record, send, and track videos for performance, open rate, and follow-up

- Can be used for:
  - Invitations/reminders
  - Screen recording
  - Visual follow ups
  - Instructional
  - Etc.

DO'S AND DON'TS OF CREATING VIDEO

- **DO** personalize videos

- **DO** smile and make eye contact

- **DO** keep it short!

- **DO** use 'video' in the subject line

- **DO** include a salutation and short context in the email or text, but let the video do the work

- **DO** meet your students where they are – use multiple platforms aside from just email

- **DON'T** spend 30 minutes on a 30 second video

- **DON'T** try to be perfect

- **DON'T** say anything you wouldn't put in a typical email or voicemail

- **DON'T** anticipate results without usage

EXAMPLE VIDEO

WHAT WE HAVE DONE AT SDSU

- When we started using it

- How have we used it?

- Personalized videos, bulk messages, communication plans, posted on social media

- Fundraising campaign

- Instructional videos (for website)

- Recruitment

RESULTS

- Targeted video communications - individual or small groups
  - 90-95% open rates

- Large groups – UG and Grad Fairs
  - 55% open rates

- Communication Plans
  - 70% open rates

WHAT WE PLAN TO DO

- Continue utilizing it for what we have done, use it more!

- Updated communication plans

- Current students for events

- Advising

- Instructional videos – how to

- Professional Development program

- Orientation

HOW TO INCORPORATE VIDEO IN YOUR WORK

- *Break into groups and identify at least 2 ways you have incorporated or would like to incorporate video into your work*

- *Share one example*

QUESTIONS?

Contact information:

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OVERVIEW:
SUCCESSES - WHAT WENT WELL?
FAILURES - WHAT WERE THE GLITCHES?
TAKE-AWAYS - WHAT DID WE LEARN?

KENT STATE UNIVERSITY

- Eight-Campus University System in Northeast Ohio
  - Over 30,000 undergraduate and graduate students
  - R1 Designation

GRADUATE STUDIES AT KENT STATE

- Over 5,000 graduate students

- Over 400 options at the masters and doctoral level (online and in-person) ranging from the Arts to Engineering/Sciences

- Hybrid model with many de-centralized services in academic colleges (e.g. degree clearance) + graduate admissions located in enrollment management

STRATEGIC PLAN

- Fall 2019 Request Provost

- Establish steering and advisory committee

- COVID-19 Pandemic.. March 2020

- Hiatus until Fall 2020

- Seek community input

- Engage external consultant (Karen DePauw)

- Large scale virtual planning events in March 2021 (approximately 100 participants)

GUIDING STRATEGIC PLANNING AND CHANGE

Kent State Core Values

- A distinctive blend of teaching, research and creative excellence.
- Inquiry and discovery that expands knowledge and human understanding.
- Life-changing educational experiences for students with wide-ranging talents and aspirations.
- An inclusive environment for learning, working and living that creates a genuine sense of belonging.
- Collaborative engagement that inspires positive change across campuses, in communities and throughout the world.
- Diversity of identities, cultures, beliefs and thoughts.
- Freedom of expression and the free exchange of ideas.
- Respect, kindness and purpose in all we do.

ORGANIZING FRAMEWORK STRATEGIC PLAN

- Administrative Infrastructure and Core Practices

- Student Support Services

- Support for Graduate Assistants, Staff and Faculty

- Community and Philanthropy

SUCCESSES

- New central location on campus and space for students to *be*

- Hiring of new staff including Associate Dean and professional development specialist

- Change academic structure from *Division* to *College* to allow for academic (credit-bearing) programming

- Intentional student programming

- Development of DEI plan

FAILURES (WORK IN PROGRESS)

Lack of additional funding for Graduate College and graduate students

- Scholarships
- Graduate Assistantships

WHAT DID WE LEARN?

Ongoing process, continuously evaluate implementation

- Annual priorities/goals/updates

Clearly and closely communicate with stakeholders

- Listening Tour Colleges Fall 2022

Identify individuals who can lead implementation, ensure they have sufficient time (not in addition to their other responsibilities) to dedicate to implementation)

Missouri State
UNIVERSITY

- Public University Located in Springfield, Missouri

- Founded in 1905

- Total Enrollment: Undergraduate: 19,083 Postgraduate: 4,224

- Just under 200 Graduate Programs

- 85 Countries Represented in the Current Student Body

- GC Staff = 9 FT; 7 PT/GAs

CASE STUDY: MISSOURI STATE UNIVERSITY

Failure (so far..... ☺) – Streamlined enrollment in grad certs

- Historic student disinterest because of hassle to add

- Asked Former Director of Admissions to devise system for simultaneous, batch, student (permission required or not)

- Still waiting, but hopeful.

Success - New Software System for Admissions

- Old one text-based, with secondary required so no way to determine complete apps, calculate yield, etc.

- Chose one that allowed individualization, one-stop shop, provided metrics, affordable

- Initial concern and wanted reminders rather than checking system themselves. Ultimately did that and now they do it on their own more often.

- Data regarding apps, admits, matriculants, time to decision, etc. now more valid and can be used for enrollment management.

- Integrates with CRM so have an automatized system for encouraging movement through funnel and are somewhat able to track effectiveness of recruiting strategies.

- Extra benefit... use royalties from software to fund CRM and other marketing initiatives.

LESSONS LEARNED: MISSOURI STATE UNIVERSITY

- Key is to ensure folks who need to take action understand and are committed to the purpose.
  - People are smart. They want and need a voice.
  - Ask for opposing views.. Helps folks feel "heard," but also ensure you aren't missing something critical.
  - Sometimes requires a little bit of, "This is the way we are going to do it." Still best to get buy-in.
- Monitor, oversight is necessary for a long portion. You'll have to determine when/how to start letting go.

THE GRADUATE SCHOOL AT FHSU AT-A-GLANCE

Spring 2023 Enrollment

2,450+ graduate students

Doctoral (DNP): 77; EdS: 68; Masters: 1,908; Graduate Non-degree:406

24 unique degree programs; dozens of concentration options

HISTORY & NEXT STEPS

The sub-4-minute mile

Roger Bannister, 1954 (03:59:04)

- 46 days later (1)
- One year later (3)
- Half a century later (1,000+)

Distance Education at FHSU

- Bringing higher education to rural communities in the U.S. and beyond
- Early 1900s via correspondence
- International partnerships
- Today: 200+ online degree programs
- Post-Covid competition

CASE STUDY: FORT HAYS STATE UNIVERSITY

Failures/Glitches

- Market share diluted
- Turnover among the team
- Lack of marketing investment
- Focus on undergraduate programs

Successes & Lessons Learned

- Reorganization within the team
  - Dean/Assistant Provost
  - Director
  - Assistant Director
- Proposal pitch: Graduate Recruiter position
- Cross-training among the team
- New online concentrations
- Regional tuition model

Q&A AND FEEDBACK FROM YOUR OWN EXPERIENCES

Building a Better Graduate Education: Past, Present, and Especially Future

Leonard Cassuto

What does it mean to "build
a better graduate
education?" ?

Today's graduate advising takes a village.

Graduate Education's 3 Necessities:

Student-Centeredness

Career-Diversity

A Public Face

Uh, what about the pandemic?

How did we get here?

Vasily Osipovich Kliuchevskii
Moscow University

Alexander Presnyakov

W.F.R. Hardie
Oxford (Philosophy Tree)

Gilbert Ryle
Oxford (Philosophy Tree)

Michael Mikhailovich Karpovich
Harvard

Isaiah Berlin
Oxford

?

?

Arcadius Kahan
Chicago

Leopold Henrik Haimson
Columbia

Edward Hallett Carr
Cambridge

Max Hayward
Oxford

?

Richard Hellie
Chicago

Sheila Fitzpatrick
Chicago

Robert S. Daum
Chicago (ID Tree)

Michael Zdenek David
Penn
(Options)

What about master's students?

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

— Charles Dickens, *David Copperfield*.

The Pot Roast Principle

Ok, so how do we fix this?

What to do?

How long is "too long"?

"The protracted character of doctoral study burns out one's scholarly interests." "The article-length dissertation is just common sense and is long	"It would be a serious error to debase the Ph.D. in the interest of reducing its time."

FIELD	Median years "working directly" on the dissertation, ca. 1960
Physical Sciences	1.7
Biological Sciences	1.6
Social Sciences	1.1
Humanities	1.3
Engineering	1.2

Reverse Engineering

Skills

The English graduate program values the broad diversity of our students' objectives and strives to help them to fulfill their unique goals for their futures. In recent years, the program has moved away from a model that privileged narrow coverage of literary time periods and traditions as its primary organizing principle and has focused instead on the following goals:

• Training students in the methodologies of literary, cultural, and writing studies.

• Helping students cultivate high-order critical and creative thinking skills that prepare them for a wide range of futures.

• Preparing students to teach thoughtful, high-impact courses in a number of different settings. […]

• Preparing students to perform independent, original research and write up this research in a compelling way that is responsive to the demands of academic and various public audiences.

• Fostering a sense of curiosity and awareness in students that is interdisciplinary and in tune with the realities of our world, and helping students become self-aware of what they are learning in graduate school and how that learning prepares them for a diverse set of future pathways.

• Offering students at least one significant professional development experience in their training. […]

• Preparing students to be able to translate their skills to a multitude of

Fall 2022 Graduate Enrollment

20,000+

Graduate Students

67%

in Master's Programs

43%

in Online Programs

Legend: NDEG & Certs · Doctoral · Masters · Online
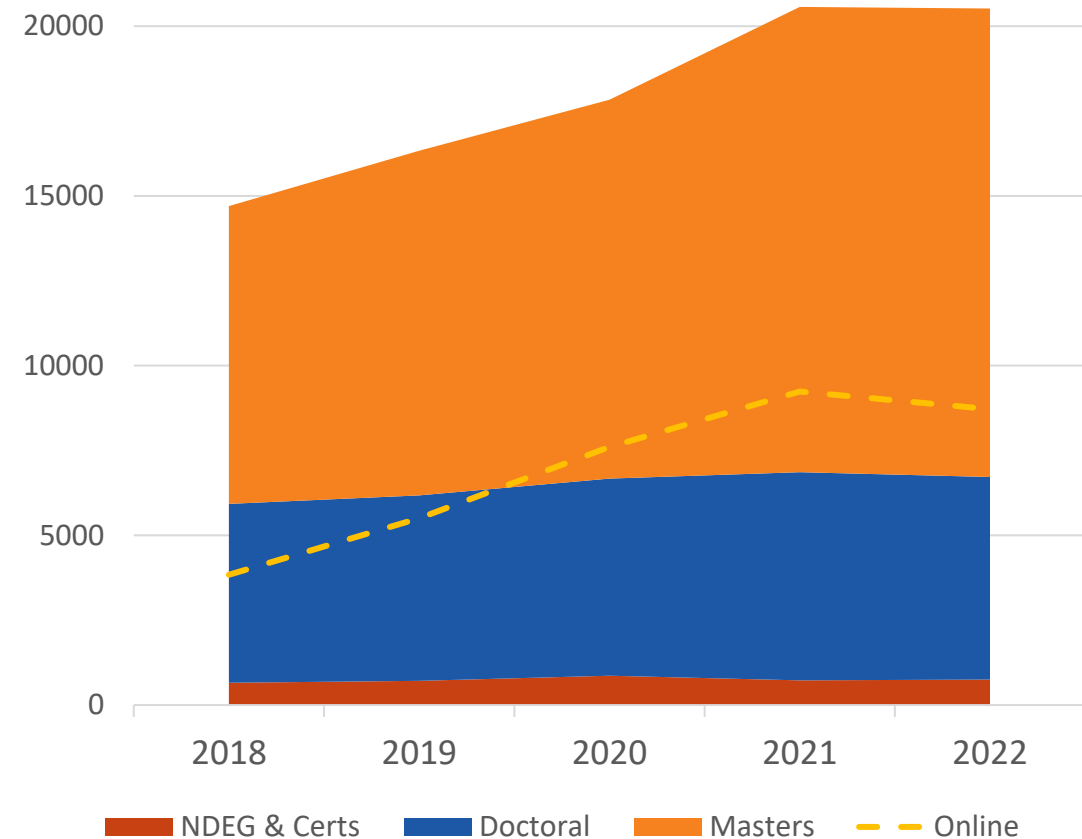
JD, DVM, and Carle MD students are not included in reported totals

Who are our graduate students?

- Raise the visibility of graduate students

- Understand who we are speaking to and who we are speaking about

- Re-evaluate longstanding assumptions

Jay Lopez

New Consumers of Graduate Education

One Story: Jay Lopez https://grad.illinois.edu/one-story

Questions we need to ask

- Why are they pursuing graduate education?

- How are they making decisions?

- What are their goals and expectations?

- What matters to them about the experience?

Existing data (and limitations)

- Institutional data

- Program-level marketing surveys

- Student outcomes
  (Academic Analytics, Illini Success,
  Doctoral Exit Survey)

- Market projections

- Reports from national organizations

- Anecdotal data
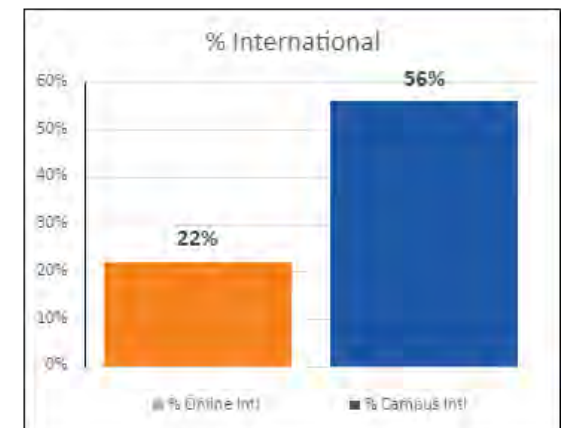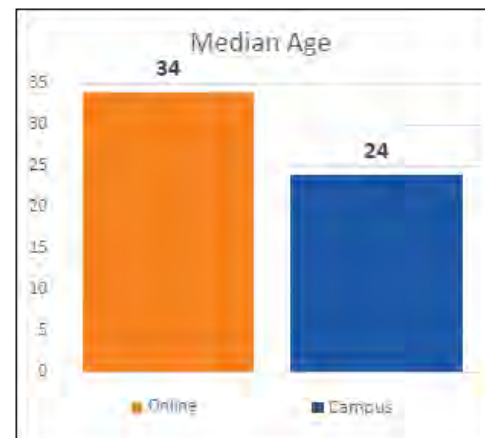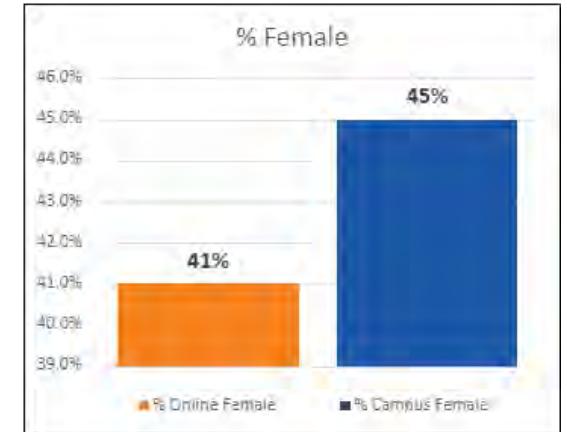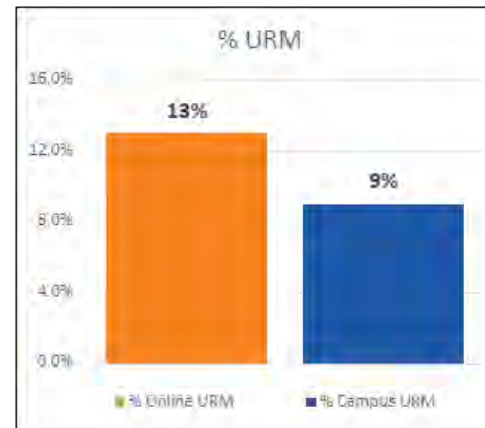
What are Personas?

- User-centered design and marketing tool based on quantitative and qualitative research

- Fictional characters (or roles) created to represent different user types

- Used to make decisions based on what works for the end-user (What would the persona do, act, think, feel?)

Components

Behavioral drivers

What are their goals, what do they want to accomplish, and what is their journey to finding you?

Obstacles

What are their hesitations or concerns? How do they view/value your product or service? How does that impact the information they need to make a decision?

Mindset

What are their expectations and preconceived notions?

Adopting the process for our goals

- Raise awareness of the needs and expectations of graduate learners broadly

- Advocate through communications, programming, best practices

- Affect a cultural shift that reflects changes in consumer base

Key Considerations

- Not marketing for individual programs

- Not all service units serve all student types

- Not all academic units have online/masters/certificate/etc. programs

- Construct the personas in a way that does not reinforce unfounded assumptions or stereotypes

- Build over time and revisit regularly to continue to capture changes and stay current

Our Process

- Partnered with our institution's Office of Strategic Communications and Marketing

- Surveyed a random sample of graduate students (2x)

- Ongoing short interviews

Survey Sections

Block 1: Reason for pursuing

Block 2: How choice was made

Block 3: Importance of resources/services

Block 4: Demographics

Block 5: Contact Information (voluntary)

Four Initial Personas

🏫 Master's Students – On Campus

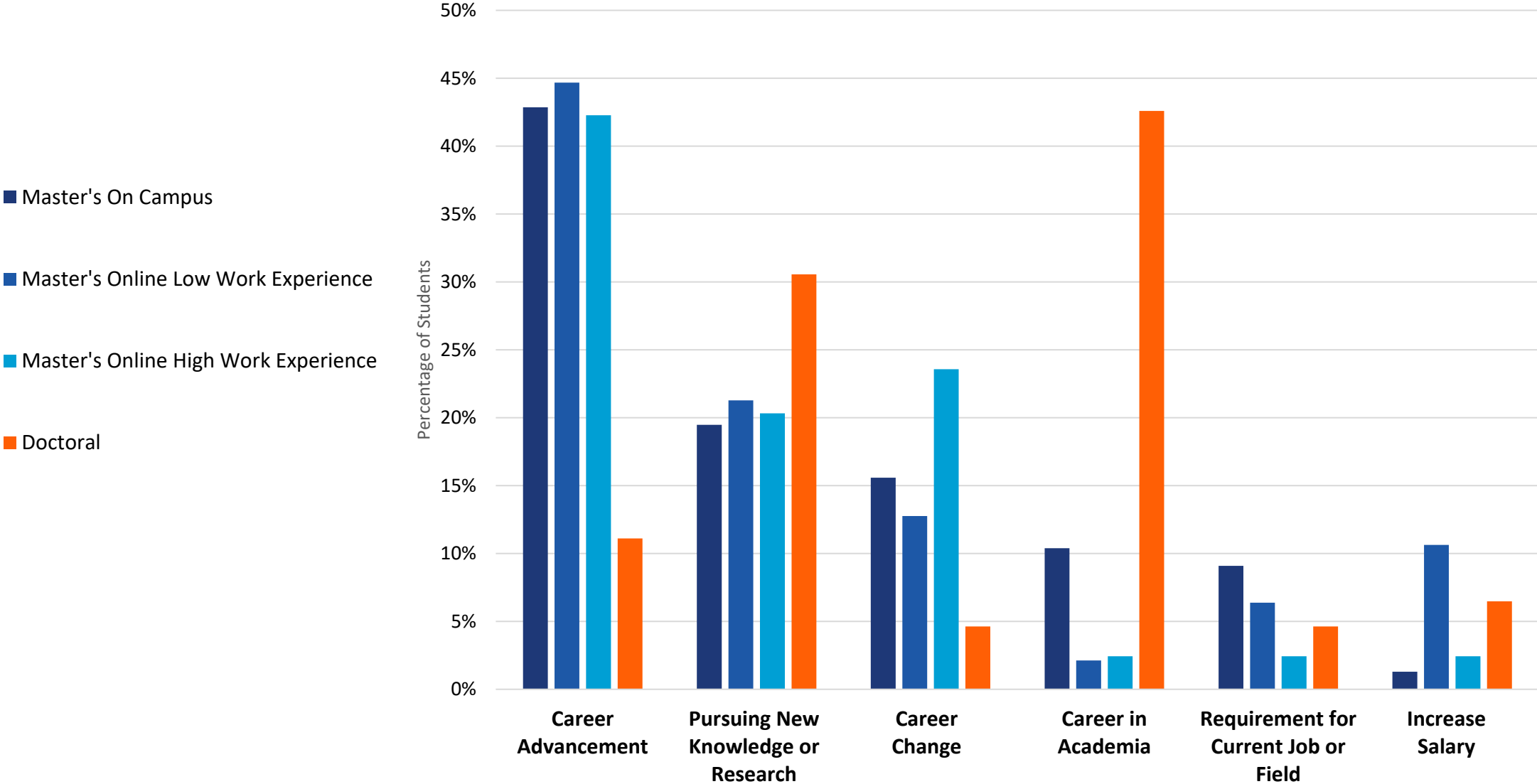💻 Master's Students – Online Low Work Experience (≤6)

💼 Master's Students – Online High Work Experience (≥7)

📜 Doctoral Students

What is your primary reason for pursuing graduate studies?

Top 5 Important Factors in Choosing UIUC

Master's On Campus

1. Best fit for career goals
2. Program reputation
3. Cost/affordability
4. Financial support
5. Program ranking

Master's Online Low Work Experience

1. Online course offerings/curricula
2. Best fit for career goals
3. Program flexibility
4. Program reputation
5. University reputation

Master's Online High Work Experience

1. Online course offerings/curricula
2. Cost/affordability
3. Program flexibility
4. University reputation
5. Best fit for career goals

Doctoral

1. Financial support
2. Best fit for career goals
3. Reputation of a particular faculty member
4. Program reputation
5. University reputation

As a current student what services/resources are most important to you?
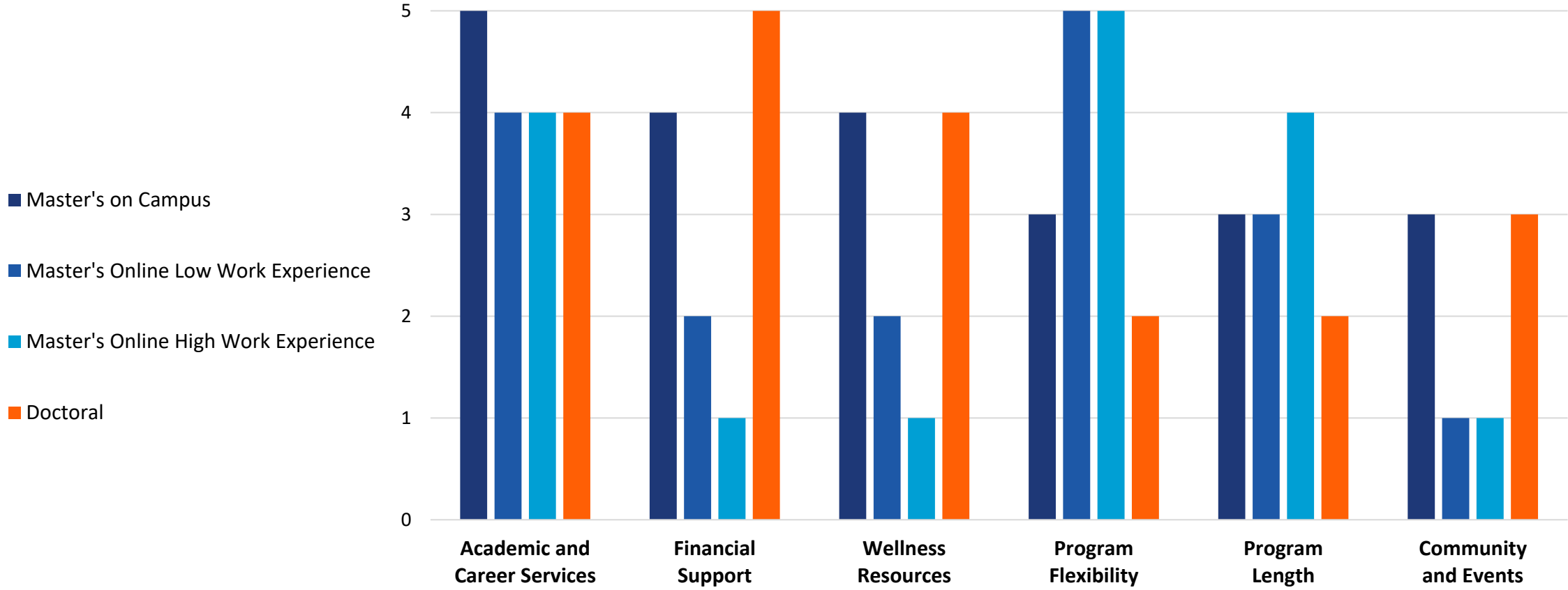
# Master's On Campus:

Demographics

Age: 86% between 18-34

HH Income: 74% $40K or less

- Most are recent grads
- 51% < 2 years work experience
- More likely to be first gen master's students

Program Attribute Priorities

Attribute	Rating
Program Flexibility	3
Program Length	3
Importance of Financial Support	4
Academic & Career Services	5
Wellness Resources	4
Community & Events	3

Needs and Motivations

- High touch
- Looking for academic support and a campus community
- Career motivated
- Financial support package is a key driver in choosing institution
- Familiar location often a drive
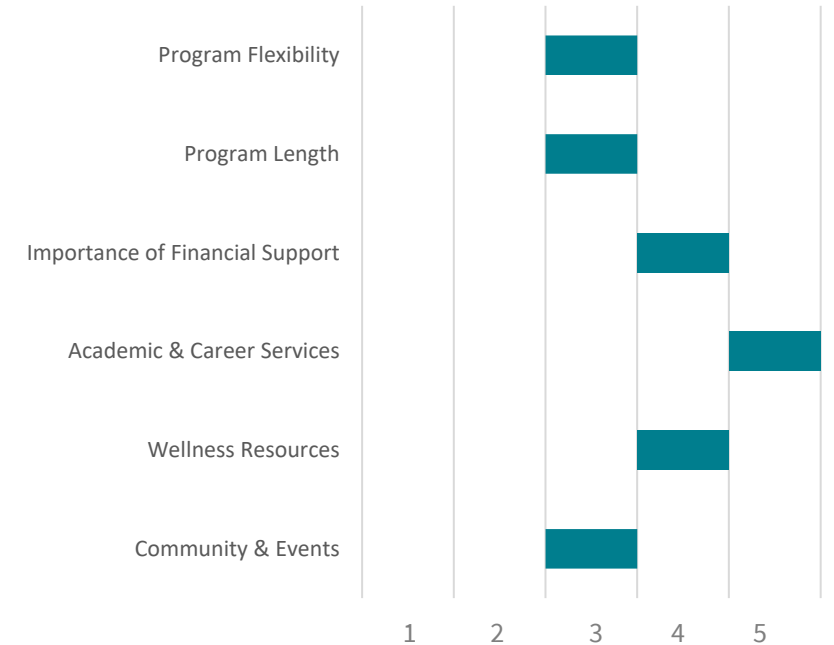
Master's Online Low Work Exp:

Demographics

Age: 70% between 25-34
Housing: 38% live with parents
                   28% extended family
HH Income: 38% $40K or less,
                 38% $80K+
Status: 54% work full-time

- More likely from Illinois or International
- Least likely to be first gen master's student

Program Attribute Priorities

Needs and Motivations

- Program reputation (especially among international students)
- Career advancement and increased salary potential. Have a job, but may not a career yet; degree will propel them professionally
- Affordability is a factor
- Next best alternative is an on-campus program
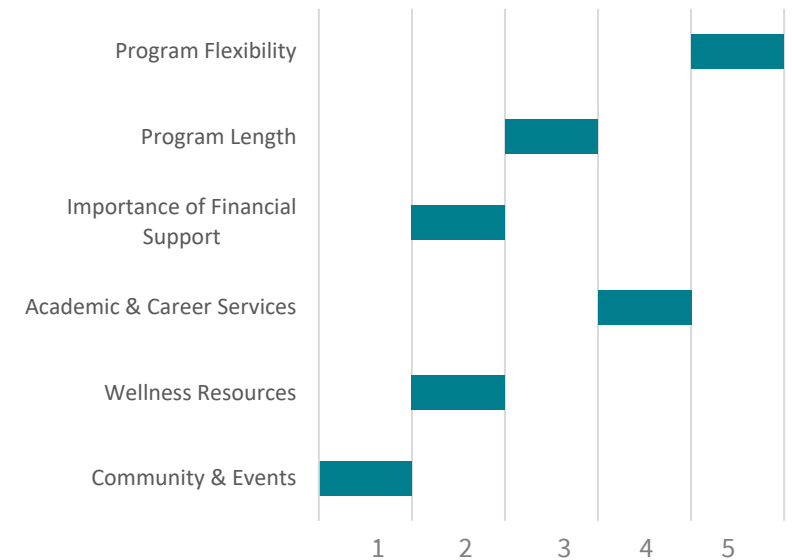
# Master's Online High Work Exp:

Demographics

Age: 72% between 35-54
Housing: 76% live with
            spouse/partner
            47% have children
HH Income: 69% $100K+
Status: 84% work full-time

- 30% Live in Illinois

Program Attribute Priorities

	1	2	3	4	5
Program Flexibility					▬
Program Length				▬	
Importance of Financial Support	▬				
Academic & Career Services				▬	
Wellness Resources	▬				
Community & Events	▬				

Needs and Motivations

- Length of program and time commitments are critical

- Specific course offerings are important; needs to match career needs

- Looking at expertise of specific faculty member

- University reputation important

- Driven by value and ROI; paying for degree with savings, income, employer tuition reimbursement

- Next best alternative = another school or no degree
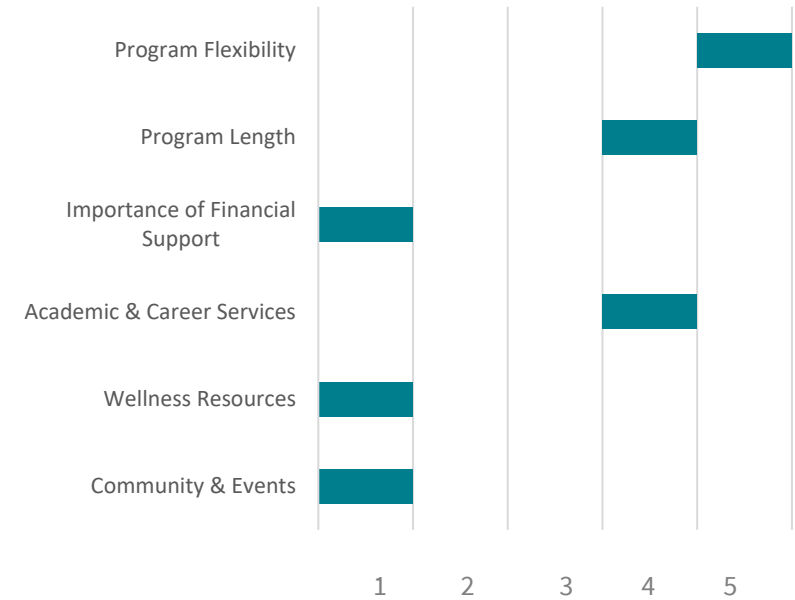
Doctoral:

Demographics

Age: 83% between 18-34
Housing: 42% live alone
HH Income: 78% $40K or less

- More likely to have low work experience

Program Attribute Priorities

Attribute	Priority
Program Flexibility	1-2
Program Length	1-2
Importance of Financial Support	4-5
Academic & Career Services	3-4
Wellness Resources	3-4
Community & Events	2-3

Needs and Motivations

- Financial aid critically important (1st Gen: Receive more university financial support but also more likely to tap additional sources)

- Support services (e.g., wellness) are important (1st Gen: Very interested in support services and networking)

- Seeking specific faculty relationships and research opportunities (1st Gen: heightened importance)

- Identity transformation

- Unlike master's, doctoral students more often choosing between several institutions
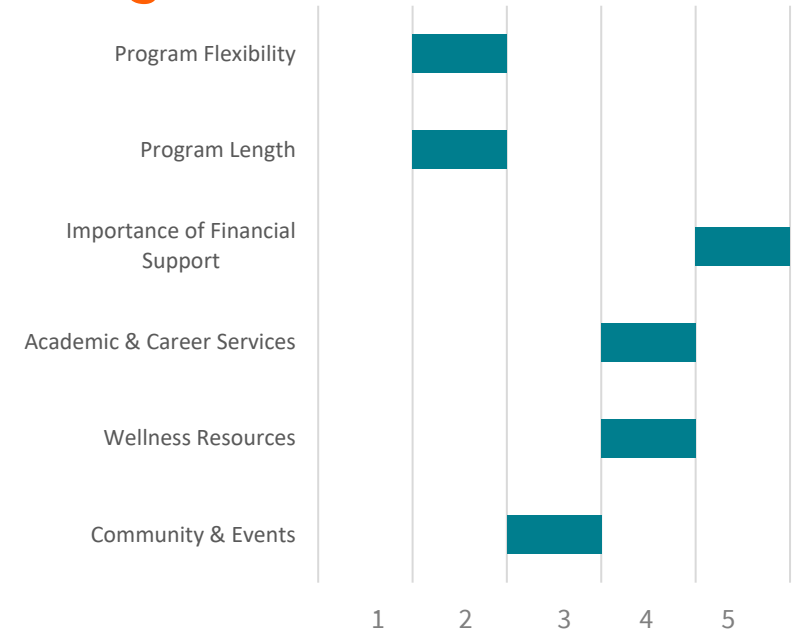
Why did you choose an online program?

As a working professional, I desired the flexibility of an online program. I wanted a program that include synchronous learning activities involving students and professors. I had completed academic studies in a completely asynchronous environment and found it to be a less rich learning environment and experience.

I am full-time as a CEO of a health care system, a Clinical Professor in Neurology and on a number of Boards - I do not have the time to attend in person instruction.

I have a good job in my dream organization, but I need to gain the skills, knowledge, and tools to perform my job effectively. Therefore, my strategy is to study while pursuing growth simultaneously.

It's not feasible to do an in-person program while working fulltime

I have two young children and I cannot move to get my graduate degree. Also: it's just easier/more convenient in terms of my parenting schedule to do an online degree rather than in person. (I live in Berkeley but decided an online Master's would be better for me as a parent than attending UC Berkeley in person).

Convenience and cost

As an international student, online program is easier to understand (because of subtitles and recording), also I get to have courses everywhere

Why did you choose an on-campus program?

Misleading Assumptions

- What is meant by flexibility

- "Community" vs "networking"

- Reputation (of institution, program, faculty)

- Online students all live outside of our community

- On-campus students are only taking in-person coursework

- Who takes the longest to make a decision to apply?

Looking Ahead – Goals and Next Steps

- Capture certificate and non-degree credentials and expand dimensions of doctoral persona

- Continue sharing with campus community

- Articulate the experiences and purpose of degree/credential option

- Adapt services to support needs, expectations and interests where possible

Graduate College

Special thanks

- **Jeff Sylvester** – Market Research Director, Office of Strategic Communications and Marketing

- **Eristeo Perez** – Data Specialist, Graduate College

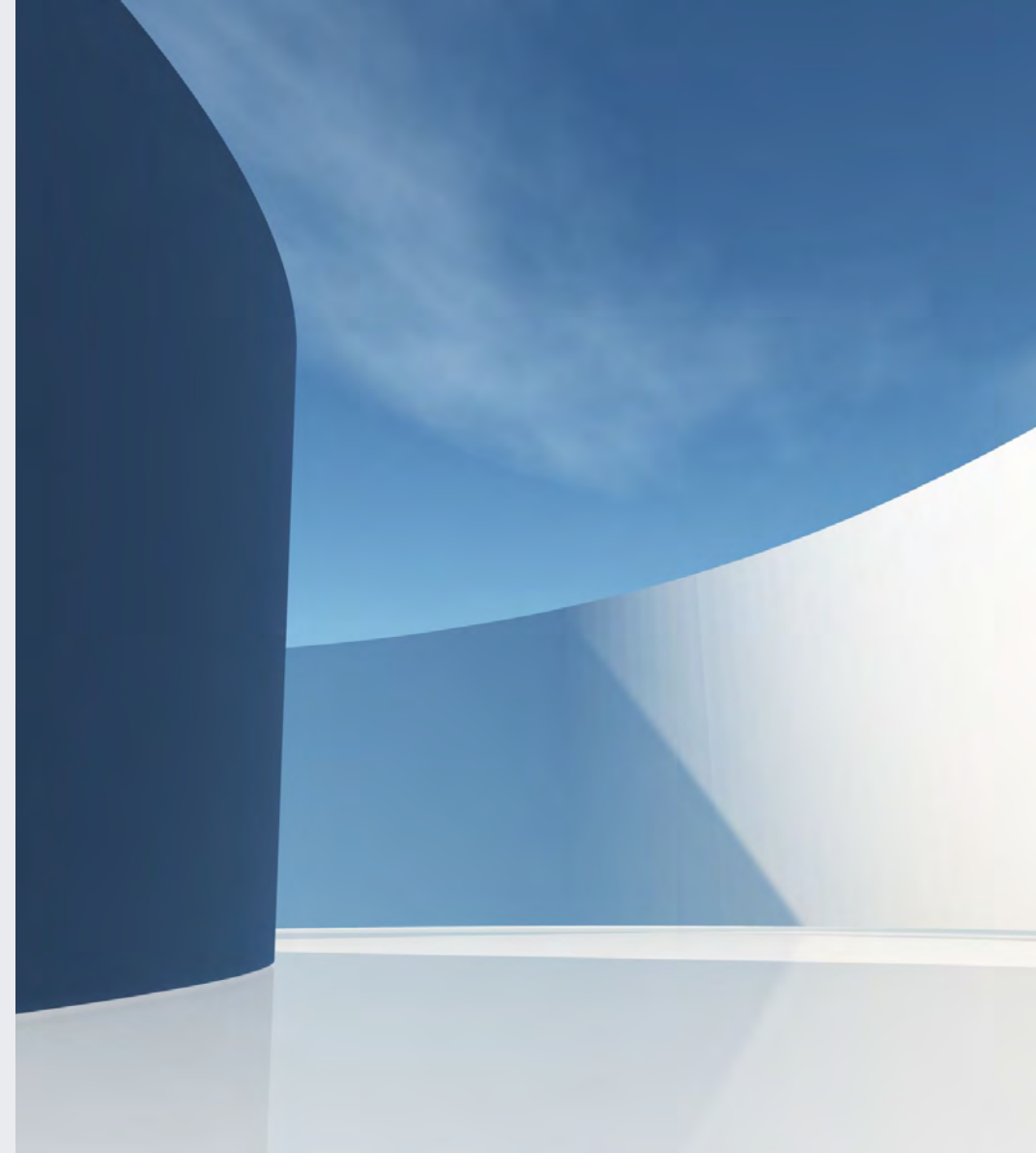- **Isaiah Raynal** – Graduate College Career Exploration Fellow

Questions?

Graduate College

Transforming the Culture of Graduate Programs through Cross-Generational Mentoring

Melissa F. Baird

Michigan Technological University

The Moment of Obligation

Overview

Discuss the culture of higher education (grad departments)

Present example of Mentoring Program – MEG

Exercise to share your insights and experiences

The Culture of Higher Ed

Framing Q: Reflect on the culture of graduate programs you have been a part of. What are the values, beliefs, and norms that shape the experiences of graduate students?

Why the culture of graduate departments matter

- Training ground for the professoriate

- 'the life of the mind'

- The culture of …overwork, selfless devotion, etc.

- Ignore labor and debt

The Professoriate

- Community

- Shape higher education policy

- Reproduced – culture

- How?
  - Exams
  - Expectations
  - What we do not acknowledge

The hidden costs of maintaining the 'status quo'

- Debt loads

- First –gen and under resourced students

Realigning Resources

- Universities as places of promise

- Resources

- Realign

- Transform- intentional, intersectional

Cross-Generational Mentoring

Across generations & positions

Beyond a classroom

Students as Knowledge Holders and Creators

Student-Centered & Initiated

Creates space to bring in whole/intersectional identities
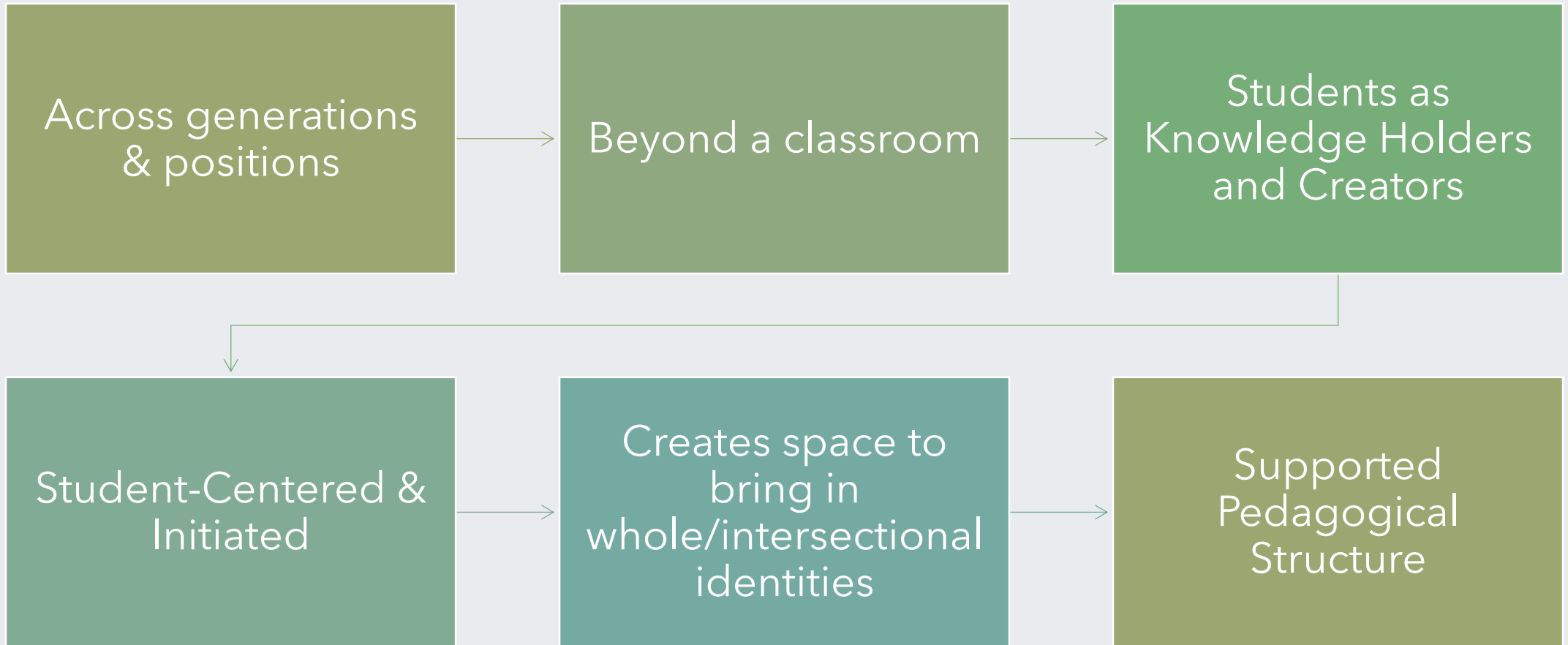
Supported Pedagogical Structure

Mentoring as Building Institutional Capacity/ (Re) Orienting Resources

BUILD INSTITUTIONAL CAPACITIES AND STRUCTURES

ALIGN UNIVERSITY RESOURCES IN NEW WAYS

TRANSFORMATIVE POTENTIAL

FLEXIBLE, ADAPTABLE

Participate

- Q: How can understanding culture help us to address systemic inequities and/or address career success?

Q: How can we empower faculty to see that a change begins with us?

Q: What experiences have you had that we could learn from to effect change?

Connecting 'points of light'

Grappling with DRPs

What are Detrimental Research Practices (DRPs)?

- Practices of questionable integrity that do not rise to the level of research misconduct

- Some universities include DRPs in their formal RM policy
  - Some DRPs could be considered RM

- Often RM is preceded by DRPs

- Fostering Integrity in Research, NASEM, 2017
  - https://www.nap.edu/catalog/21896/fostering-integrity-in-research

Efforts to Broadly Define DRPs

Four broad categories

- Misrepresentation/Misleading

- Breach of duty care/Researcher Negligence

- Improper dealing with allegations of misconduct/Institutional Negligence

- Negligent or exploitive mentoring/Mentoring malpractice

PURDUE UNIVERSITY®

Misrepresentation/Misleading

- Of data by purposeful suppression or flawed interpretation
- Undisclosed duplication of publication
- Failure to declare material interests (COIs)
- Of qualifications or experience
- Of involvement in publications

  - Gift, guest, ghost or coercive authorship

  - Denial of authorship (overt or by exclusion)

  - Concept of right of first refusal

(Research Council United Kingdom, 2013)

Breach of Duty Care/Researcher Negligence

- Disclosing research participants
- Putting participants in danger
- Not taking reasonable care of participants
- Informed consent issues
- Not observing legal and ethical requirements for animal subjects, human organs or tissue
- Improper conduct in peer review of proposals or results

(Research Council United Kingdom, 2013)

Negligent or Exploitive Mentoring/Mentoring Malpractice

- Co-opt/Hijack/Misappropriate
  - Ideas, projects, grants, publications, intellectual property, connections, credit
- Overload/Divert/Oppress
  - Busy work, menial tasks, unrelated assignments
- Oversharing/Impropriety/Indiscretion
  - Personal life, controversial opinions/topics, biases, family, flirting/coquetry
- Uncommitted/Unsupportive
  - No time, uncaring, unencouraging, unreliable, avoidant, unhelpful
- Toxicity
  - Berates, curses, belittles, sabotages, cruel, disgruntled, bullying

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(Adapted from Chopra, V., Edelson, D.P., Saint, S. (2016). Mentorship malpractice. *JAMA*)

NSF & NIH

- A focal point for federal sponsors

- Safety in all forms – physical, mental, etc.

- Inclusion & underestimation

- Setting expectations for behavior

- Knowing how to report alleged violations

- Confidentiality

- As of 2023 **IDPs required for all students and postdocs** supported on NIH and NSF grants

Individualized Development Plans

- What are they?
  - Outlines career goals...a developmental "action" plan
  - Knowing oneself
  - Setting a trajectory
    - Education
    - Scholarship
  - For communication/expectations
- Sources
  - IDP Science Careers AAAS
  - Imagine PhD for Humanities
  - IDP American Psychological Association

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Faculty Mentoring Statements

- Thesis
- Publications
- Authorship
- Career paths
- Meetings
- Independence
- Travel Support
- Stipends/Salary
- Research Funding

- Coursework
- Grant Proposal Writing
- Original Literature
- Teaching
- Personal Life
- Time Management
- Dept/Univ Service
- Ethics
- Resolving Conflicts

Holistic Mentoring

- Ask how they are doing.
- Provide encouragement and support.
- Clarify performance expectations upfront.
- Sponsor mentees for important opportunities.
- Provide insider information ("demystify the system").
- Constantly affirm (nurture & support their career goals).
- Provide professional exposure and promote visibility.
- Foster their mentoring networks.
- Self-disclose when appropriate (especially if it will help the mentee).
- Allow increasing mutuality and collegiality.

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14

Approaches for Partnering

- Work across units – research compliance, graduate education, and academic colleges

- Consider university wide training efforts and policies to address DRPs

- Engage senior leadership in support

- Focus on the betterment of research, scholarship and mentoring

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THE INTERSECTION OF GRADUATE EDUCATION AND RESEARCH INTEGRITY:

PARTNERING TO IMPROVE THE GRADUATE STUDENT EXPERIENCE

Dr. James L. Mohler

Research Integrity Officer, Associate Dean & Professor

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GPDs in Threes
A Graduate College Pilot Program

Meeting 1 Agenda:
- **Welcome and Introductions**
  Tell your table about something that made you happy recently.

- **Program Goal**
  To help empower GPDs across campus to build sustainable networks of colleagues that can help each other in ways that perhaps the Graduate College or individual departments haven't been able to.

- **Conversation Starters**
  - What's the last thing you were really excited about related to your graduate program?
  - What's your biggest angst/challenge as a GPD?

- **Next Steps**
  As a group, pick a challenge or two that you'd like to use this program to address. It may be that you solve problems in conversation, that you share resources you've found previously, or that you reach out to the Grad College for specific help. What will be most helpful to your group? Our only ask is that you use this program to commit to helping each other out in meaningful ways.

Meeting 2 Agenda:
- **(Re)introductions and Conversation Continuers**
  Reorient yourself to your group discussions with the questions below. Be prepared to share with the room.
  - What did you glean from the last meeting?
  - What did you identify as an area in which you needed support and/or resources?
  - What is the most pressing challenge confronting you as you wrap up this semester and prepare for the next?

- **Reminders**
  - *Program Goal:* to help empower GPDs across campus to build sustainable networks of colleagues that can help each other in ways that perhaps the Graduate College or individual departments haven't been able to.
  - *Our ask of you:* that you use this program to commit to helping each other out in meaningful ways.

Meeting 3: Send-Off Reception

Possible Challenges and Resources to Explore:

- Marketing and Recruitment
  - Share current marketing strategies and commit to relevant action items.
  - Resource: Meet with GC to discuss marketing tools.

- Data Review
  - Review program-specific data (provided by GC) on metrics like applicants/admits/matriculants. Commit to relevant action items.
  - Resource: Data from GC; inclusive admissions reports.

- Admissions
  - Share strategies for managing admissions workload process, including strategies specific to international student admissions.
  - Resource: Meet with GC/Grad Admissions; review Grad Ed Toolkit.

- Student Support
  - Identify what your graduate students need the most and build a resource inventory to share.
  - Resource: May be need-specific – ask us for help!

- Graduation Processes
  - Share strategies for managing program completion processes (submitting forms, advising students, checking degree audits, etc.)
  - Resource: Meet with GC; review Grad Ed Toolkit.

- Network Building and Support
  - Share strategies for time management, scheduling, and saying no.
  - Resource: Each other!

- Something else?? Remember that our goal is for you to use this program in a way that will most help you. If there's another challenge you'd like to address, feel free to share it.

Meeting Graduate Student Career Expectations: The Humanities Without Walls Graduate Futures Internship Curriculum Project

Derek Attig
Assistant Dean of Career and Professional Development,
University of Illinois at Urbana-Champaign

&

Margaret Nettesheim Hoffmann
Associate Director of Career Diversity
Humanities Without Walls & Marquette University

Internship Curriculum Objectives: Reflection as Praxis

Build a shared sense of community

Discern career values as part of a meaningful life

Understand skills related to professional careers

Identify areas of agency around wellness

Marquette Values Tree

Curriculum Sequence:

A series of 4 workshops over a full academic year

- Understanding your identity and values through career discernment

- Understanding organizational mission, culture, and context

- Work breakdown to understand tasks and skills across academic and internship contexts

- Goal and intention setting that is forward looking
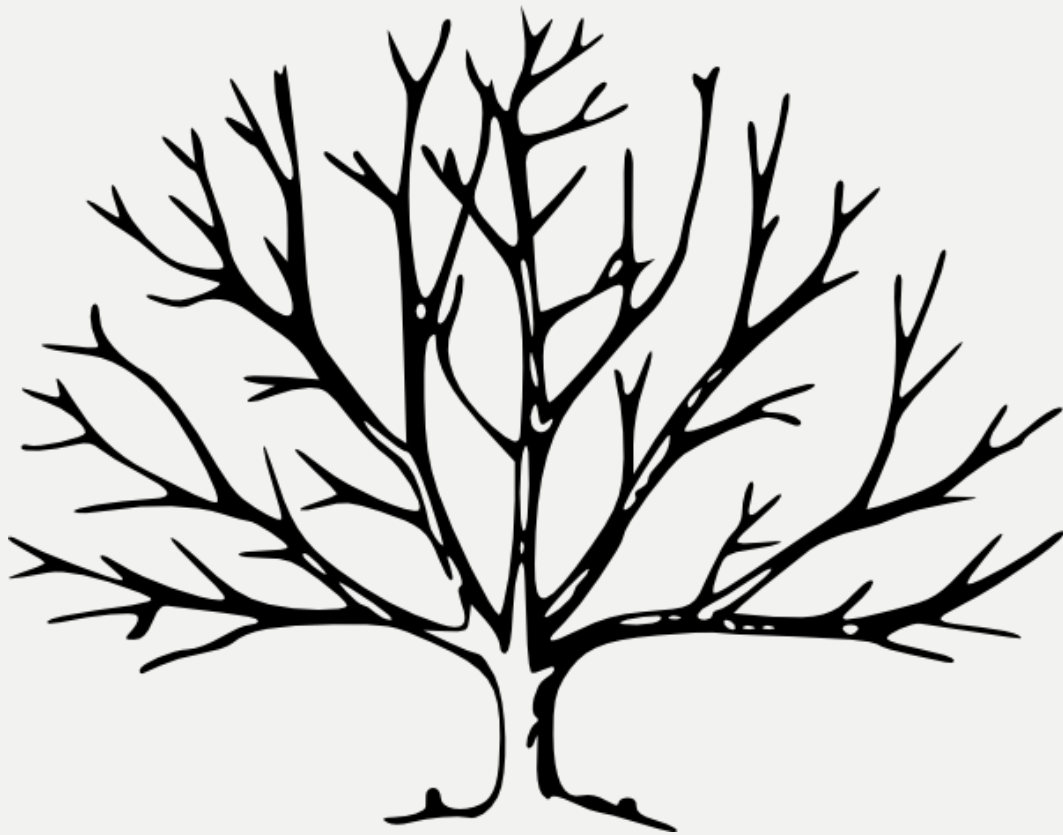
Why This Sequence?

Individual Values → Organizational Values → Work Breakdown → Goals & Intentions

Reflection vs Learning

Why reflection?:

Reflection in Marquette's Jesuit context and in graduate career development context

Reflection is necessary for growth

Community-building is key – discernment requires partnership

Shared place of curriculum and community as a component of the internship experience

Marquette: The Role of Mission

Workshop 2: Organizational Values

Understanding your organization and its context

Place and importance of mission

How the personal sense of self can fit within an organization and its mission and values.

What do you know about your organization and what do you not know?

WHAT PATHS ARE BEFORE YOU?

- *Who are you within the organization?*

1. Can you replicate a version of the individual "Values Tree" for your organization?
2. Find your map
3. Map the org values on top your first tree
4. Map the practices
    - Where do the practices align?
    - Where do they diverge?
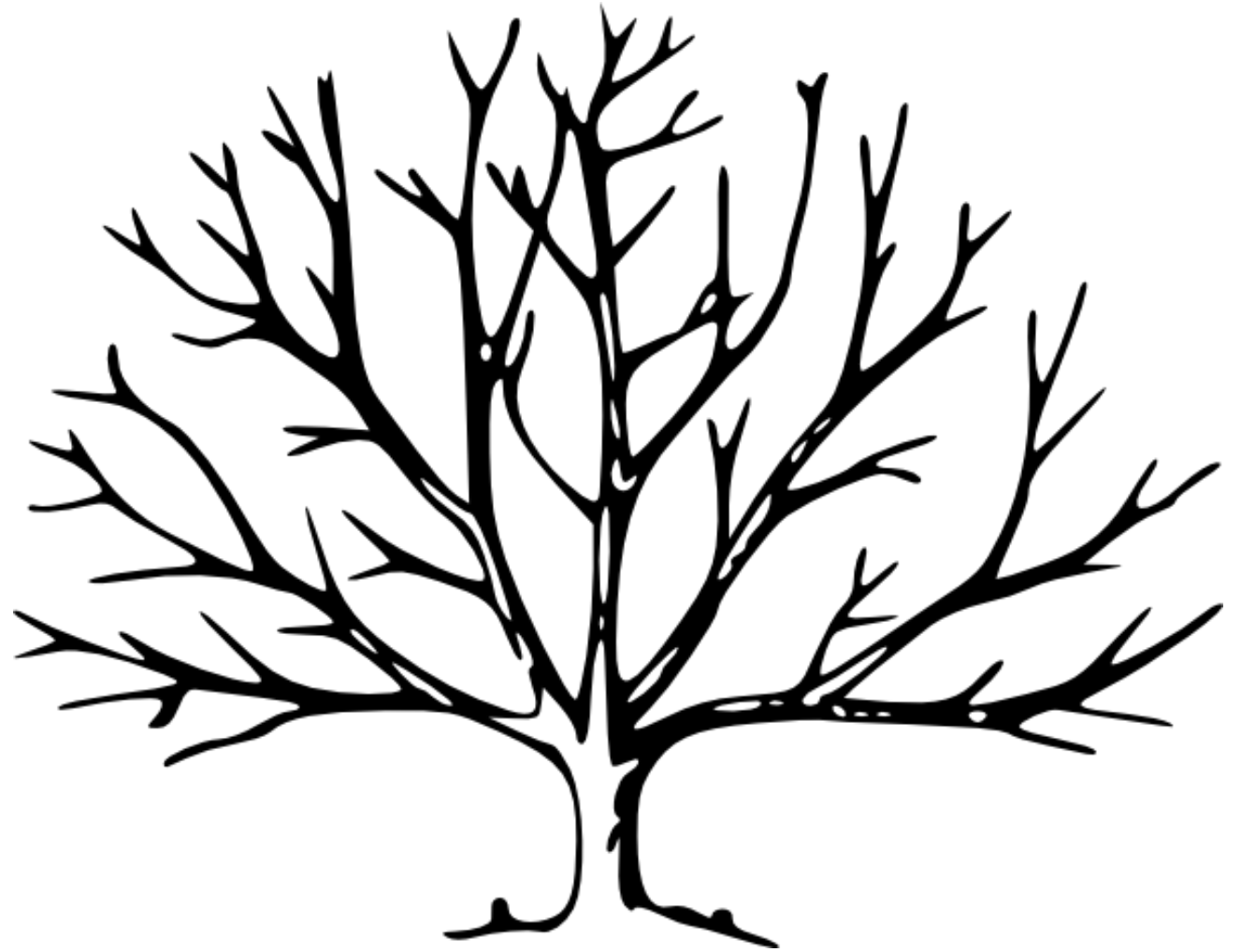
Localization and Adaptation at a Public R1

Career Exploration Fellowship at UIUC

Similarities and differences:

Institutional context – scale, range, variety

Logistical context – 1 semester

Values and career discernment in a secular institution

Adding informational interviews

Weekly reflection worksheet

Evolutions & Broadening

Lessons from First Year:

Role of the cohort component led to creation of regular "wellness check-ins"

- Events with community partners
- Weekly Yoga class
- Bi-weekly informal internship meetings to talk, eat treats, and be together with students and administrators
- End of the year picnic
- Research and mentorship support

CDA/MAPs Internship Community Partner Event with Milwaukee's Bublr Bikes

Weekly Wellness Check-in

Research & Mentoring Support

Evolutions & Broadening

Lessons from Second Year:

Would the curriculum be redundant for those in a 2-year internship?

Need for more robust engagement with community partners

Assessment: exit interviews, delayed impact

Building relationships with for-profit companies

Group Exercise: Mission vs Practice

- Reflection:
  - What are the values driving your university or campus unit?
    - University?
    - Department?
    - How do we know?
    - Where can we find this information?

Questions?

Maggie: margaret.nettesheim-hoffmann@marquette.edu

Derek: dattig2@illinois.edu
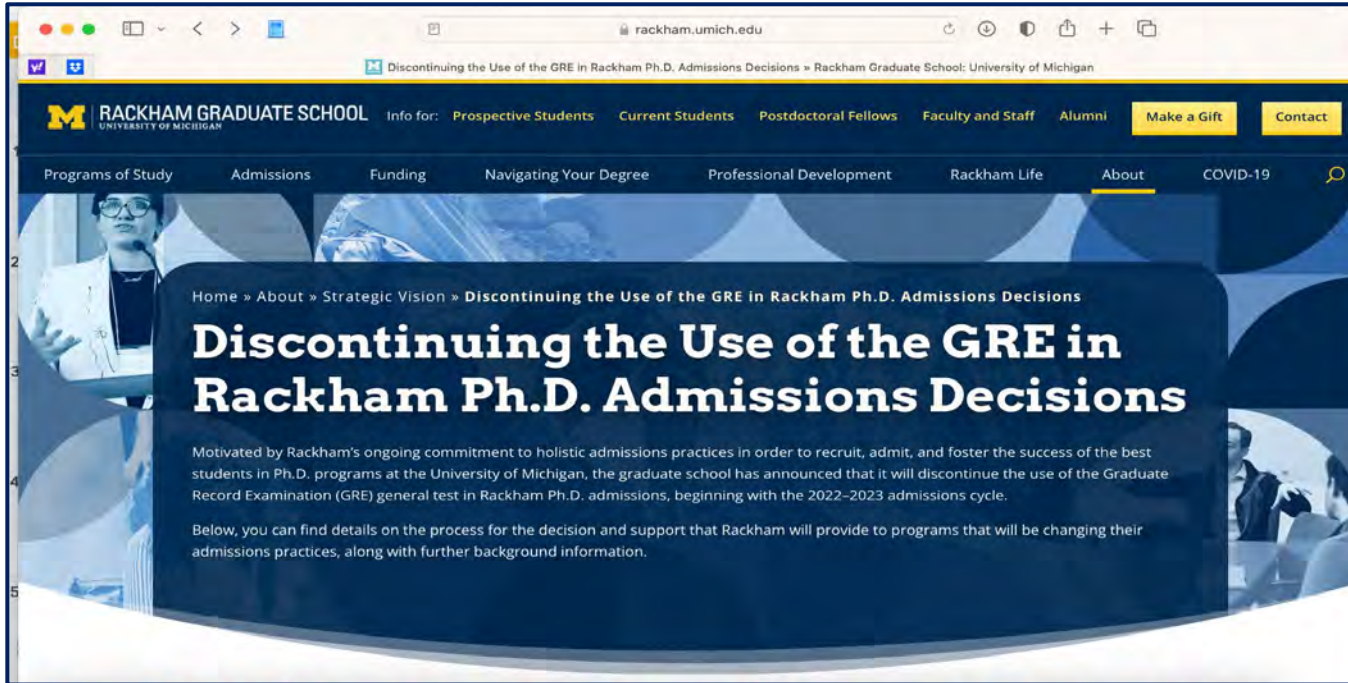
Discontinuing the GRE in Doctoral Admissions at U-M: Permanently Pausing Standardized Testing after COVID

Midwestern Association of Graduate Schools (MAGS)
79th Annual Meeting
March 30, 2023

Ethriam Brammer, Assistant Dean & DEI Lead
Anna Mapp, Associate Dean for Biological and Health Sciences

Rackham GRE Discontinuation Decision

February 23, 2022

How We Got There

Holistic admissions work at Rackham, UM

The GRE as an institutional, inequitable barrier

Broad stakeholder engagement in the proposal

Executive Board advisory vote, decision of the Dean

Legal Context

- MCRI (Proposal 2) Adopted by Michigan voters in 2006
- *The University cannot discriminate against, nor grant preferential treatment to, any individual or group on the basis of race, sex, color, ethnicity, or national origin in public education, public employment, or public contracting.*

Thus:

- We cannot: (1) *admit students* or (2) *provide financial aid* based, in whole or in part, on race/ethnicity, sex, or national origin
- We CAN: be active and creative in our efforts to increase racial/ethnic/national origin/gender diversity in applications, thereby increasing depth and quality of our applicant pools
- We CAN: consider a diversity of student background factors and experiences in holistic admissions evaluations and decisions

History of Holistic Admissions at Rackham

- Michigan Proposal 2 was passed in 2006

- Former Rackham Associate Dean Abigail Stewart introduced holistic admissions as early as 2009

- Workshop is offered in early fall to graduate faculty serving on admissions committees (50-100 attendees)

- Content is revised & updated on an annual basis to respond to emerging trends, practices & needs

Yearly Holistic Admissions Workshop

The purpose of this workshop is to support faculty in their efforts to admit graduate students who contribute to the excellence and diversity of their programs.

Goals include: (1) defining the obstacles to achieving equity in admissions, (2) discuss benefits & best practices of holistic admissions, and (3) develop program-specific rubrics

Benefits of Holistic Admissions

- Focuses decisions on attributes that correlate with success in graduate studies
  - Examples: *self-motivation, engagement in scholarship, challenge-seeking, creative problem-solving, growth capacity, etc.*

- Mitigates impact of privilege on admissions decision
  - *Evaluation of success based on available opportunity*
  - *Talent cultivation versus talent reward model*

- Effective strategy for increasing diversity and excellence in all dimensions.

Key Components of Holistic Admissions

- Leveling the playing field for applicants: clear application instructions
  - <u>Define expectations:</u> research statement, personal statement, minimal qualifications, previous contact with program faculty
  - <u>Communicate expectations</u>: information on program website, zoom info sessions

- Development and implementation of a rubric-based evaluation process
  - Connects admissions goals with practice
  - Mitigates biases in many dimensions

- A philosophy of continuous improvement

Defining Characteristics of Successful Students

- What are the five or six qualities that current students in your program possess that have helped them to be successful?
  - *For example: non-cognitive variables such as resilience, work ethic, self-motivation, engagement in scholarship, challenge-seeking, creative problem-solving, growth capacity, leadership, service, creativity, etc.*

- Beware of accumulation of disadvantage
  - Fewer opportunities
  - Same level of competence
  - Requires more time & more careful analysis

Sedlacek, W. E. (2004) Why we should use noncognitive variables with graduate and professional students. The Advisor: The Journal of the National Association of Advisors for the Health Professions. 24 (2), 32-39.

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Example: Building a Rubric

Admissions goals
10-15 matriculated students
Span the diversity of scientific areas within
          Program
Driven by scientific questions
Community & DEIJ-oriented

Characteristics of successful students
Intellectual engagement in research
Deep curiosity
Leadership skills
Highly collaborative

Rubric categories:
          Engagement in research
          Readiness for program
          Potential for contribution to community

There are MANY places within an application to find evidence for the characteristics of successful students.

Category	Where to find evidence	Excellent (3)	Good (2)	Poor (1)
Engagement in research	Research statement, letters of recommendation, resume, personal statement	At least one in-depth research experience, demonstrated independence and intellectual engagement in the research question(s), future goals informed by research experience, took advantage of available opportunities	At least one research experience, demonstrated intellectual engagement in the research question(s), research related to future goals, took advantage of available opportunities	Little research experience, did not take advantage of available opportunities
Readiness/fit for program	Personal statement, research statement, transcript, letters of recommendation	Problem-driven rather than technique-motivated; future research interests aligned with faculty; grounding in chemistry and biology (coursework, teaching or other work experience)	Grounding in chemistry and biology (meaning: biochemistry, organic chemistry, advanced courses in either chemistry or biology; interdisciplinary practical experience (teaching, work experience)	Limited preparation for interdisciplinary coursework & research
Potential for contribution to community	Research statement, letters of recommendation, resume, personal statement	Leadership positions in student orgs, engagement in outreach, stated interests in UM community/ies	Engagement in outreach, stated interest in UM community/ies	Little evidence for future contribution to UM/program community

George Floyd, Rackham's Anti-Racism Initiatives, & the COVID-19 Pandemic

Anti-Racism Proposals at Rackham

- Establish a Rackham policy forbidding any use of the GRE for the purposes of admissions decisions

- Designate a portion of current RMF funding, or establish a new parallel RMF fund, to be awarded exclusively to graduates of either Minority Serving Institutions (MSIs), Historically Black Colleges and Universities (HBCUs), or specifically selected MSIs and/or HBCUs

- Eliminate Criminal and Academic Misconduct Questions from the Rackham Graduate School Application

- Require all graduate students to complete either the Rackham DEI Professional Development Certificate Program or a graduate-level Race and Ethnicity course, similar to LSA's undergraduate requirement

- Commemorate Juneteenth through Rackham-sponsored events and grant Rackham staff requests for time off in observance of Juneteenth without deductions to their vacation or sick time

Students Support Discontinuation of the GRE

- Shortly before the pandemic, Rackham Students Government (RSG), representing over 9,000 graduate students, published a letter to Rackham graduate programs, supporting the discontinuation of the GRE, stating:

  - The GRE is racist
  - The GRE is sexist
  - The GRE is classist
  - The GRE is a poor indicator of graduate student success
  - The GRE must be eliminated, not made optional

A Changed Admissions Landscape

- GRE: Not Available or Limited Availability

- Pass/Fail grades for Winter/Spring 2020 & Fall 2020

- Curtailed Undergraduate Research Experiences

- *Impact is uneven across applicant population*
- *Disparities are increased*
- *Holistic admissions process provides the needed flexibility to address these issues*

The GRE at U-M: 2021 Status

- U-M Social Sciences & Humanities departments had largely abandoned use of GRE in admissions
  - 87% (20 out of 23) of Division III & IV departments as reported to LSA
  - Also true of LSA overall: 84% (26 out of 31)

- Pre-COVID: 12 out of 15 Schools & Colleges used GRE, largely STEM programs

- Since COVID: At least 5 Colleges have reported suspending GRE during COVID
  - Nursing, Taubman, SPH, Kinesiology & Pharmacy
  - 16 departments within the College of Engineering did not require the GRE for Fall 2021 admissions, largely due to COVID

The National Movement to Discontinue the GRE

- More than 300 top-ranked U.S. Life/Biological Sciences programs have removed GRE requirement
  - Including peers, such as: UCSF, Caltech, Cornell, Columbia, Harvard, Johns Hopkins, MIT, etc.
  - Evolving list at:https: //tinyurl.com/yceozp5h

- Growing number of physical science and math programs have announced discontinuation of the GRE

- Broader recognition of perpetuation of inequity through standardized testing
  - University of California system discontinues use of ACT & SAT for 2021 admissions

A All Graduate Degrees

Concentration	Value
All Concentrations	70%
Policy/Management	69
Environmental Health	68
Behavior/Community/Edu	67
Epidemiology	66
Biostatistics	59

B Doctoral Degrees

Concentration	Value
All Concentrations	50%
Environmental Health	51
Behavior/Community/Edu	48
Epidemiology	47
Policy/Management	46
Biostatistics	35

■Permanent GRE Waiver □Any GRE Waiver

Millar, J. *Frontiers in Public Health. 12 Nov. 2020.* https://doi.org/10.3389/fpubh.2020.609599

The Opportunity Cost of the GRE

Potentially well-qualified students are potentially discouraged from applying due to cost

$205 per test

$27 per additional score report

Test preparation costs (~2k)
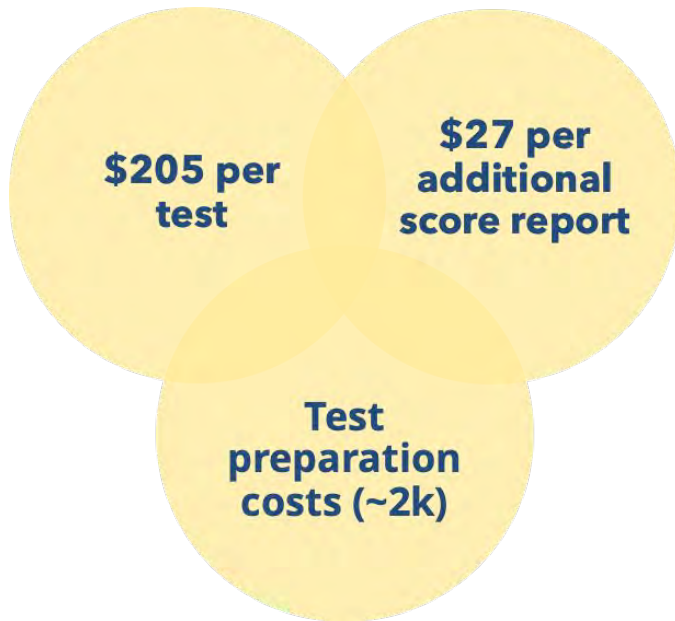
The Opportunity Cost of the GRE

The GRE can extend inequity based on race, gender, and socioeconomic status

- Many for-pay test preparation firms guarantee outcomes on the GRE, including score increases equivalent to decades in percentile

- GRE General Test scores correlate with social identities

GROUP	V	SD	Q	SD
White Men	155.7	7.1	154.2	7.7
White Women	152.6	7.1	149.5	6.8
U.S. Citizens	152.7	7.8	150.6	8.1
Non-U.S. Citizens	147.7	8.7	158.1	9.3
Black Men	148.5	7.9	146.2	7.9
Black Women	147	7.4	143.6	6.7
Mexican-American Men	151	7.3	149.6	7.6
Mexican-American Women	148.5	7	145.7	6.7

ETS Report, https://www.ets.org/gre/snapshot

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Rationale for the Rackham-Wide Proposal

- Studies show that the GRE is a poor indicator of doctoral student success.

- The GRE can extend harmful legacies of unequal access to education on the basis of race, gender, and socioeconomic status.

- The GRE creates unnecessary financial and logistical barriers that deter well-qualified students from applying for doctoral studies.

- Acting in concert across all doctoral programs demonstrates our uniform commitment to improving admissions practices and removing barriers to doctoral education at U-M.

Principles Behind the GRE Discontinuation Proposal

- Rackham believes that inclusive excellence is central to the vitality of graduate education.
- Rackham understands that talent is found across all communities; however, educational access and opportunity is not equitably distributed.

- Rackham aims to lower the barriers to access to an excellent education for talented students from all backgrounds.

- The costs of using the GRE in doctoral admissions to prospective students and the diversity of applicant pools far outweigh any benefit derived from their use.

- Substantial financial costs related to the preparation and administration of the GRE have a disproportionately negative impact on prospective students from low income backgrounds.

- The introduction of additional system selection bias which disproportionately impacts underrepresented student populations is not justified by the limited GRE range variability among many of our applicants.

Process for Considering the Proposal

- The proposal was formulated during winter 2021 through discussion with Rackham chairs and directors and the Rackham Executive Board.

- It was announced in September 2021 and was open to graduate community feedback in October and November.

- Feedback was supplied to the Rackham Executive Board.

- After considering the advice of the Executive Board, Dean Solomon announced a decision in February 2022.

Outreach & Outcomes

- Multiple Faculty Town Hall Discussions
  - September-November, 2021

- Faculty Feedback Solicited Online
  - October-November, 2021

- Graduate Chairs & Directors Asked to Facilitate Program-Level Discussions then Vote on Proposal
  - November-December, 2021

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Outreach & Outcomes

- Pros
  - Reduced Cost & Stress for Prospective Graduate Students
  - Increased Diversity in Applications & Admitted Student
  - More Equitable Process for Evaluation
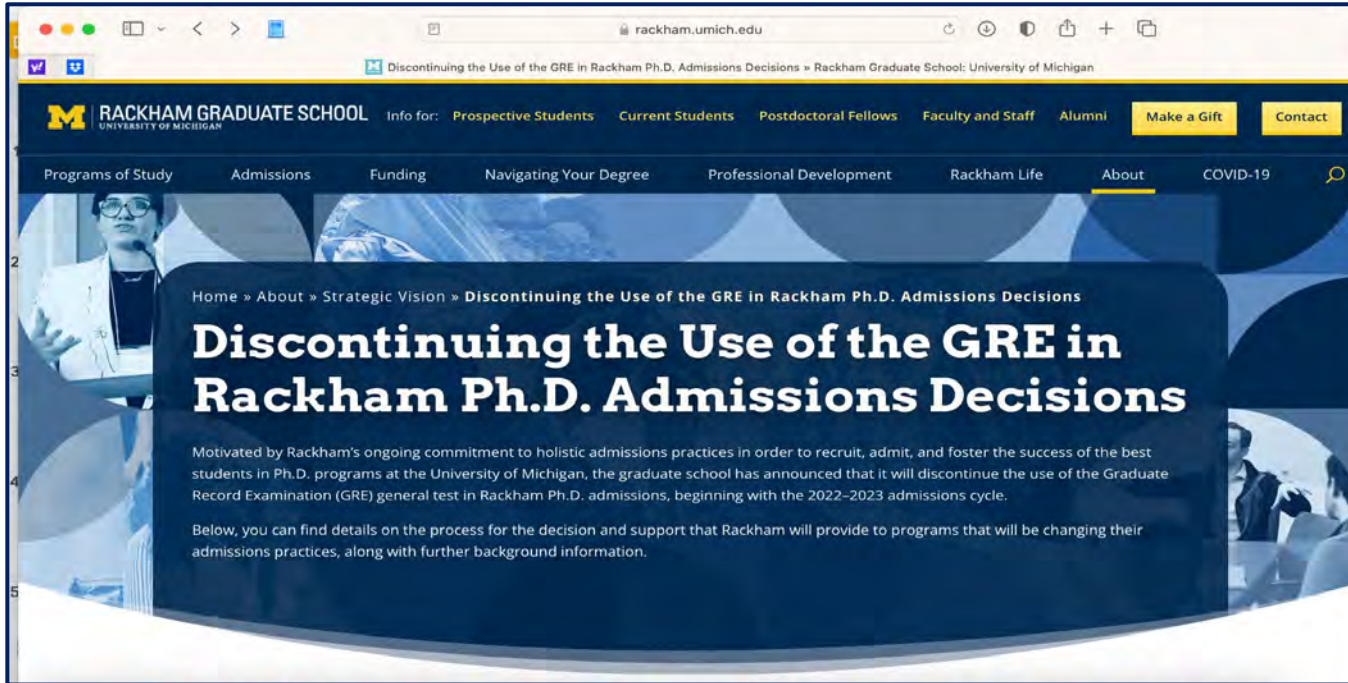
- Cons
  - Less Information about Applicants
  - Other Unanticipated Biases Might Manifest Themselves in the Evaluation
  - Increased Time to Evaluate Applications

- Votes
  - Nearly 90% of Grad Chairs & Directors Voted In Favor of the Proposal
  - Unanimous Support from Rackham's Executive Board

Rackham GRE Discontinuation Decision

February 23, 2022

Implementation & Next Steps

- In addition to the annual workshops, Rackham provides holistic admissions consultations for individual graduate programs.

- Rackham provides faculty summer funding for committees of up to three members to enhance their graduate admissions process. Grantees are also offered individual consultation.

- Rackham supports program research efforts to measure impact, as well as conducting its own graduate school-wide research efforts.

Questions

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Center for Communication Excellence

Fostering Graduate Student Success through the Academic Communication Practices Certification Track

Sarah Huffman, PhD, Assistant Director of Operations

Elena Cotos, PhD, Director

Lily Compton, PhD, Assistant Director of Programming

Kristin Terrill, MA, Graduate Student Services Specialist

Overview

❖ **The Center: Who we are & what we do**
- ▪ Vision
- ▪ Support for graduate students

❖ **The identified need**
- ▪ Challenges faced by first-year graduate students

❖ **The Center's response**
- ▪ Academic Communication Practices (AcComP) Certification Track
  - ▪ Current state
  - ▪ Future plans

Center for Communication Excellence

Center for Communication Excellence (CCE) Vision

Foster excellence in the communication skills of developing scholars by providing advanced written and oral communication support that is grounded in scholarship of discourse studies, teaching, and learning

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cce
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Tailored Support for Graduate Students & Postdocs

https://cce.grad-college.iastate.edu

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Building skills in:
- Written communication
- Spoken communication
- Interpersonal communication
- Science communication

Preparing for:
- Publishing research
- Presenting at conferences
- Writing grant proposals
- Applying for nationally competitive awards
- Going on the job market

Focus:
- Students' needs and goals

Center for Communication Excellence

Forms of CCE support

for graduate students and postdoctoral scholars

- **Individual consultations**
- **Seminars and workshops**
- **Writing retreats**
- **Peer group support**
- **Thesis/Dissertation bootcamps**
- **Courses**
- **Certification programs**

The identified need: First-year grad student challenges

- Meeting demands of advanced coursework
- Producing quality communication (written and spoken) in new genres
- Navigating interpersonal relationships with peers and advising faculty
- Originating ideas for and conducting independent research
- Disseminating original work to scholarly community
- Performing assistantship responsibilities
- Maintaining awareness of Graduate College deadlines
- Feeling isolated

The Center's response: AcComP Program

- AcComP = <u>Ac</u>ademic <u>Com</u>munication <u>P</u>ractices
- **AcComP Certification Track Program**
  - designed for first-year graduate students
  - supplies longitudinal support, from recruitment through degree completion
  - focuses on enhancing academic communication development and meeting Graduate College dissertation/thesis requirements

Center for Communication Excellence

The Center's response: AcComP Program

- Goals:
  - Identify graduate students in need of academic communication support
  - Increase awareness of CCE, Graduate College, and campus services and resources among new graduate students
  - Help students be better prepared for thesis/dissertation writing, oral defense, and publishing their research

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AcComP Track

from admission to degree completion and certification

Graduate Degree Journey

PROGRAM OF STUDY
- What form do I need to file?
- When is the deadline?

GRADUATION
- How do I prepare for the job market?
- How should I format and submit my dissertation/thesis/creative component?
- What are the deadlines and required paperwork?

MY RESEARCH
- How do I stay on track?
- How do I prepare a research proposal?
- How do I prepare for a preliminary or qualifying exam?

ORAL DEFENSE
- What should I prepare?
- How do I practice?

DISSERTATION/THESIS/CREATIVE COMPONENT
- How should I write individual chapters?
- How do I write like researchers in my discipline?

FEELING OVER-WHELMED?

Sign up for the AcComP Track today!

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Center for Communication Excellence

AcComP Program Onboarding: Two parts

- **Part 1: Asynchronous participation**
  - Students are enrolled in AcComP Program Canvas course and prompted to:
    - Read welcome message from CCE director
    - Watch short videos introducing:
      - Graduate College requirements
      - Academic writing expectations
      - Grammarly Premium highlights
      - LaTeX and Overleaf highlights
    - Review degree planning tool and Graduate College deadlines

Center for
Communication
Excellence

AcComP Program Onboarding: Two parts

- ## Part 1: Asynchronous participation

Grammarly Premium (For all students)

Useful Links

1. Register for an account through ISU. (https://grammarly.com/enterprise/signup ⬀.) You can watch this video ⬀ for instructions on how to sign up.

If you already have a free Grammarly account associated with your ISU email address.

1. Log out of your individual account using this link: https://auth.grammarly.com/logout_redirect ⬀.

LaTeX (For selected disciplines) A⁺

This video will only be relevant to some disciplines. If you do not write equations for your discipline, you may not need this video.

Iowa State University on Overleaf

Useful Links:

- https://www.overleaf.com/edu/iastate ⬀
- https://instr.iastate.libguides.com/latex ⬀

Center for Communication Excellence
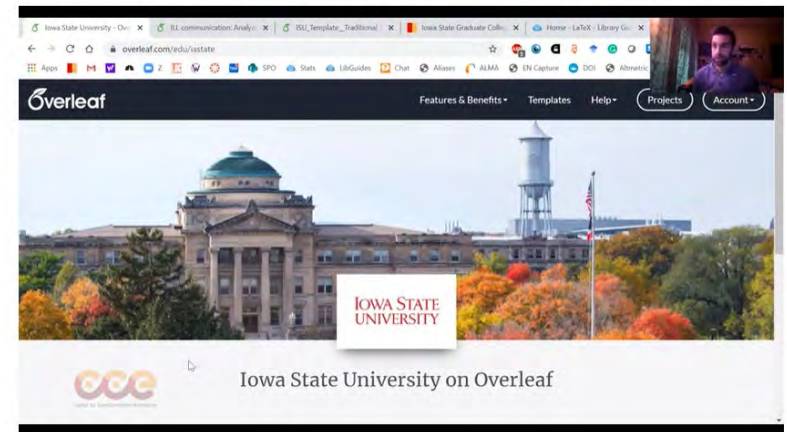
AcComP Program Onboarding: Two parts

- **Part 2: Synchronous participation**
  - 1.5 hour welcome session
  - Presentation on CCE services and resources
  - Q & A portion
  - Writing sample submission

AcComP Program Onboarding: Two parts

- **Part 2: Synchronous participation**

Academic Writing Support and Services

Watch this video about academic writing and the support and services from the Center for Communication Excellence.
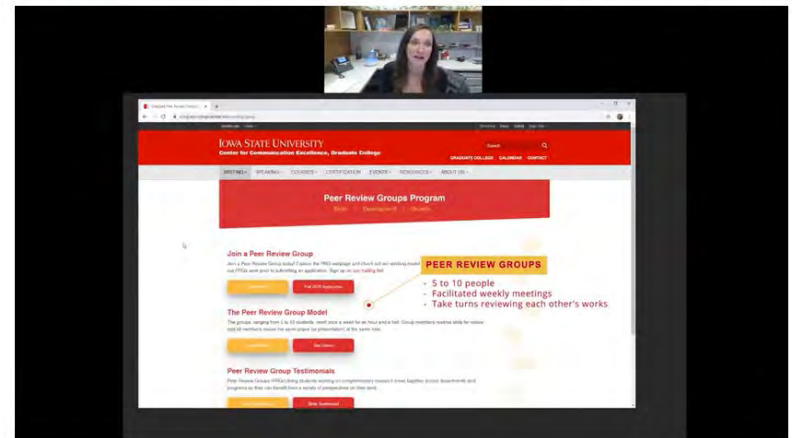
Useful Links

- One-on-one writing consultations (Make an appointment anytime.)
- Peer Review Groups (Sign-up at the beginning of each semester.)

Submit Writing Sample (Prompt 1)

✔ Published   ✎ Edit   ⋮

Letter to Express Interest in Collaboration

Imagine there is an opportunity to join a collaborative project with a professor in your field (this does not have to be a real person). Express your interest in a letter to the professor that describes a research or creative project that you would like to work on as a graduate student. Write 2-3 paragraphs using the guiding questions below. Be sure to include specific details in your description.

- What are some issues that you hope to address or topics you hope to explore?
- Why is it important in your field or to the public?
- What motivates your interest in this research or creative work?
- How would you investigate/create this?
- Who would benefit from the results of your study? Why/how would they benefit?

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Center for Communication Excellence

AcComP Program: Post-onboarding

- Certified CCE Communication Consultants:
    - evaluate baseline writing samples using a rubric
    - provide feedback through the Canvas course page
    - meet with students to discuss their writing sample feedback and communication skill development needs
    - provide personalized recommendations for CCE services

AcComP Program: Essay evaluation rubric

	Global		Local		
	Formality	**Organization**	**Language accuracy**	**Language sophistication**	**Mechanics**
Level 1 **Very strong/Excellent** Communication is clear, authoritative, and sophisticated. Ideas are well supported; little effort is needed to understand.	Ideas are expressed concisely and precisely. The writer "gets to the point". First-person pronouns used appropriately to express positionality or provide background information. Vocabulary is appropriately formal. Contractions are not used. Mechanics adhere to standard academic conventions.	Presentation of ideas is logical and fluent. Transitions between ideas follow logically. Relationships between ideas are clear. Paragraphs focus on a single topic. Paragraph length is appropriate. Introduction is provided, expressing purpose of text and topics covered. Conclusion is provided, summarizing main ideas and synthesizing a central argument.	Few or no errors are present. Sentences are easy to read and the meaning is clear.	Vocabulary is precise and varied. Word use is accurate. Terms are defined.	Few or no errors are present. Punctuation enhances clarity of text.
Level 2 **Limited/Adequate** Communication is somewhat effective, but some effort is needed to understand. Ideas are not well supported, or connections are not clear.	Vagueness/wordiness. Use of first-person pronouns is inappropriate or weakens argument. Vocabulary is informal, over-simplified, or expresses subjective judgments. Contractions are used. Informal use of punctuation: exclamation points, question marks, or ellipses. Use of symbols in place of words: &, +, ≈, etc.	Writing lacks flow; ideas do not proceed with clear logic. Transitions are not present or do not clearly show relationships between ideas. Paragraphs cover multiple topics and/or do not develop a topic deeply. Paragraphs are too long or short. Introduction is not present or does not effectively express the purpose or topic of the text. Conclusion is not present or does not summarize main ideas or synthesize a central argument.	Language contains errors, e.g. word form, grammar, usage, phrasal/clausal errors	Language is not at the level expected for graduate academic writing. Language is too sophisticated; needs support writing for general audience or interpersonal purpose	Unconventional spelling. Unconventional capitalization. Unconventional punctuation.

Recommendations:

- One-on-one writing consultation
- Peer Review Group (sign up at beginning of next semester)
- Grammarly

IOWA STATE UNIVERSITY

Center for Communication Excellence

AcComP Program: Post-onboarding

- Students meet with a CCE consultant to:
  - review the thesis/creative component or dissertation roadmap
  - map CCE specialized programming to align with student milestones as they progress towards degree completion
  - develop a tailored plan to foster the development of their written, oral, and digital communication skills

Roadmap Sample
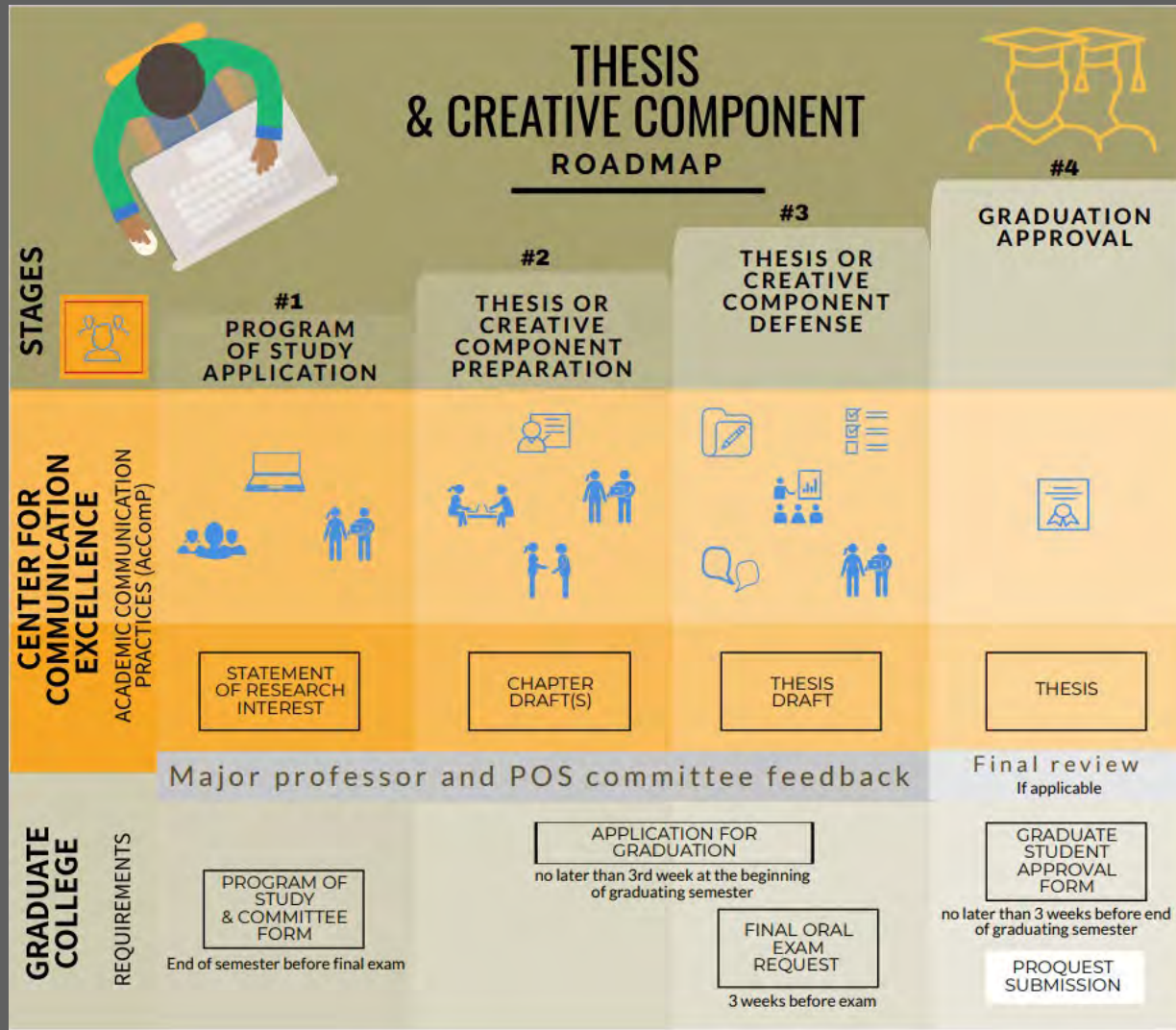
AcComP Program: Post-onboarding

Students:

- participate in CCE programming based on plan
- complete semesterly activity log recording participation

CCE:

- makes announcements and gives updates re: upcoming events/deadlines via Canvas course
- maintains record of student engagement with programming
- upon request, provides student advisor records of student's participation in CCE activities
- holds semesterly AcComP Program student meetings

Center for Communication Excellence

SAMPLE OF ACCOMP PROGRAM MEETING ACTIVITY

❑ **Completion of Planning Tool**

Center for
Communication
Excellence

Dissertation Planning Tool

INDIVIDUAL DISSERTATION Planning Tool

Use this tool to plan for your dissertation journey. Check additional graduation requirements and make sure your dates align with the Graduate College deadlines. https://www.grad-college.iastate.edu/graduation/

IOWA STATE UNIVERSITY Graduate College

Center for Communication Excellence

As early as your second semester

Get approval for Program of Study & Committee (POSC) Form
➔ Complete online POSC form and route to Graduate College for approval.

Preliminary Oral Exam Semester

Take Preliminary Oral Exam
➔ Get Graduate College approval of POSC form **3 months before** prelim oral exam.
➔ Complete prelim oral exam **at least 6 months before** final oral exam.

A dream written down with a date becomes a **GOAL** ...

A goal broken down into steps becomes a **PLAN** ...

A plan backed by **ACTION** makes your dreams come true.
- greg s. reid

Graduating Semester

Apply for graduation through Access +
➔ Pay a one-time nonrefundable dissertation fee of $145. Application for graduation can ★ be submitted **as early as 4 months before** final semester.

Format check and review dissertation checklist
➔ Make an appointment with the Center for Communication Excellence for a format check to minimize the need for formatting edits after upload to ProQuest.

Plan for Final Oral Exam
☐ Confirm date and time with POSC members.
☐ Reserve room.
☐ Submit copies of manuscripts to POSC members.
➔ Allow extra time to meet deadlines.

(Plan your dates in reverse order.)

❸ **Submit request for Final Oral Exam**
➔ Submit form at least **3 weeks** before final oral exam.

❷ **Take Final Oral Exam**

❶ **Meet conditions for Final Oral Exam**
➔ Allow extra time after exam to edit.
➔ Complete edits and meet all conditions set by POSC members.
➔ Get approval of final dissertation from major professor and DOGE.

Graduation Commencement Ceremony
CONGRATULATIONS!
★ Complete Survey of Earned Doctorates https://sed-ncses.org/

Upload to ProQuest
➔ Monitor email account that is registered with ProQuest.
➔ Make edits ASAP as requested from Graduate College and resubmit.

Submit Graduate Student Approval Form
★ Graduate College cannot review dissertation without this form.

Open ProQuest account
➔ Input the title of your dissertation so that it can be included in the Commencement Program.

IOWA STATE UNIVERSITY

Center for Communication Excellence

AcComP Program: Benefits to students

- Heightened awareness of degree requirements and completion timelines
- Tailored, on-demand communication support that meets student needs
- Individualized attention to each student
- Unique access to helpful planning tools and resources
- AcComP Certification
- Leadership opportunities (possibility to serve as CCE Ambassador if systematically engaged in CCE support)

AcComP Program: Pilot data

	2020	2021	2022
Registered for AcComP	60	70	95
Completed Onboarding	31	58	42
Submitted samples	16	10	25

- *Spring 2023 will be first year for students to receive AcComP Program certification*

Center for
Communication
Excellence

AcComP Program: Pilot findings

- Challenges with implementation in initial years:
    - Recruiting students in first semester of graduate school
    - Communicating efficiently and effectively with AcComP students
    - Making tools and resources accessible
    - Centralizing interactivity and materials dissemination
    - Tracking participation in CCE programs
    - Incorporating broader ISU resources
    - Motivating continued participation in certification track

Center for Communication Excellence

AcComP Program: The future

- Increasing recruitment efforts (w/ ISSO, individual graduate program orientations, top-down endorsement)

- Including expanded exposure to campus resources (IRB trainings, University Library events and personnel)

- Incorporating early Program of Study (POS) planning

- Leveraging WorkDay capabilities

- Infusing LinkedIn endorsement

- Creating customizable certificate

- Exploiting Microcredentialing

- Tracking AcComP students' longitudinal success

Center for Communication Excellence

AcComP Program: The future

- credit-based courses in fall and spring semesters – will introduce such topics as the Graduate College Handbook, requirements, and deadlines, selection of major professors, Institutional Review Board expectations, digital accessibility standards, Ombuds Office role, and more

  Starting in Fall 2023!

  - **GR ST 531:** Thriving in Graduate School
  - **GR ST 532**: Mapping Graduate School Trajectory
  - **GR ST 533**: Sustaining Productivity through Accountability in Graduate School
  - **GR ST 534:** Attaining Success in Graduate School

IOWA STATE UNIVERSITY

Center for Communication Excellence

STAY TUNED FOR UPDATES FROM OUR PROGRAM

Center for Communication Excellence

THANK YOU

How to Build a University-wide Interdisciplinary Doctorate Program with Few Resources

Christine Byrd-Jacobs, PhD
Dean, Graduate College

Malia Roberts, MS
Interim Senior Director of Graduate College Operations

Graduate College, Western Michigan University
Kalamazoo, MI

Western Michigan University

- Carnegie Classification:
  Doctoral Universities-High Research Activity

- Accreditation:
  Higher Learning Commission

- Enrollment Fall 2022:
  Total   17,835
  Graduate   3,438

WMU Demographics

WMU STUDENTS 17,835

3,438 Graduate 19%

14,397 Undergraduate 81%
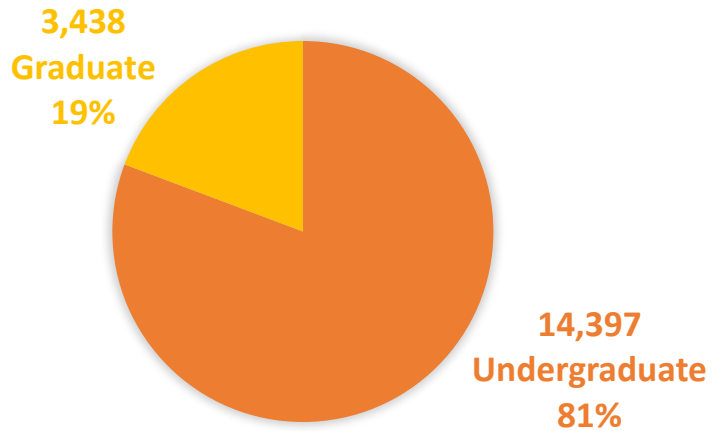
GRAD ENROLLMENT BY RESIDENCY

International 19%

Non-resident domestic 17%

Resident domestic 64%

+150 GRADUATE PROGRAMS

Doctoral

Specialist

Certificates
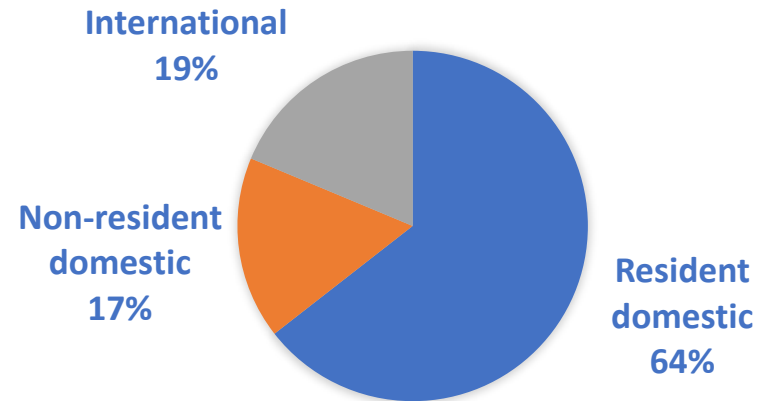
Master's
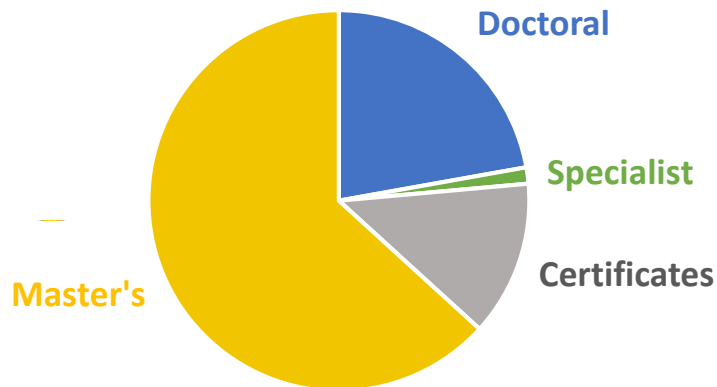
ENROLLMENT BY DEGREE TYPE
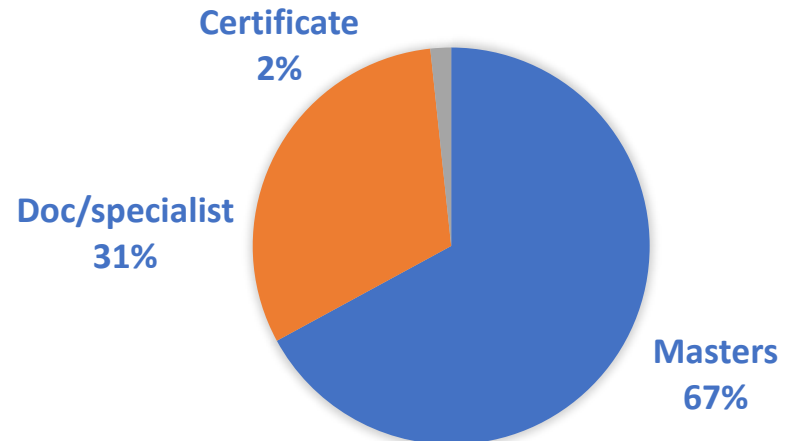
Certificate 2%

Doc/specialist 31%

Masters 67%

Great Expectations:

Graduate Education in a Changing World

Interdisciplinary Studies

- The world is changing and issues of the future are complex

- Traditional ways of thinking may not solve all current and future problems

- Crossing disciplinary boundaries allows creation of novel approaches and solutions

WESTERN MICHIGAN UNIVERSITY

Interdisciplinary Studies Doctorate

Flexible — Offer flexibility for students whose unique needs cannot be met by our traditional programs

Multi-disciplinary — Require grounding in at least two disciplines, while promoting a multidisciplinary approach

Customized — Allow self-designed curriculum, with input from faculty in those disciplines

Budget-neutral — Rely on existing resources

Interdisciplinary Studies Doctorate

- Program housed in the Graduate College

- Overseen by Associate Dean, then Dean

- Utilize current faculty and courses

- Agree to prioritize traditional doctoral programs, when possible

Produce scholars with a broad approach to solving problems

Foster academic collaboration across the university

WESTERN MICHIGAN UNIVERSITY

Steps in Developing ISD Program

1 Researched existing ISD programs

2 Designed framework for proposed ISD program

3 Presented proposal to each college curriculum committee, then deans, provost

4 Presented proposal to graduate program directors

5 Revised based on feedback

6 Submitted curriculum proposal through Faculty Senate approval process

From idea to enrollment of first student in one year

W
Graduate College

ISD Program Admission Requirements

1	2	3	4	5
BACHELOR OR MASTER'S DEGREE	**RESUME OR CV**	**STATEMENT OF PURPOSE**	**COMMITTEE MEMBERS**	**LETTERS OF RECOMMENDATION**
Official transcripts confirming GPA ≥3.25	Current copy of resume or CV	• Proposed study plan • Justification for ISD program • Address potential career placement	Names of 2-4 faculty members in areas of proposed study who have agreed to serve on dissertation committee	3 letters of recommendation

WESTERN MICHIGAN UNIVERSITY

ISD Program Requirements

Minimum of 60 credits hours, GPA $\geq$3.25

- At least 32 credit hours of **subject knowledge**, including at least 2 courses from each of 2 or more disciplines
- **Responsible Conduct of Research** online module
- At least 15 credit hours of training in **research methodology**, including research methods courses, research credits and demonstrated proficiency in two research tools
- 12 hours of **dissertation credits**
- Can transfer up to 18 credits from master's degree

Assessment of ISD students

Students who successfully complete the ISD program will demonstrate the following learning outcomes:

1. Breadth of **subject knowledge** spanning 2 or more disciplines

2. Familiarity with **research design and methodology** in 2 or more disciplines

3. High standards for **ethics** in research and writing

4. Ability to **propose and conduct original research** that crosses traditional disciplinary boundaries

5. Ability to **communicate professionally** in both oral and written forms

WESTERN MICHIGAN UNIVERSITY

Learning outcomes assessed by dissertation committee in annual reviews, proposal defense, candidacy exam, dissertation, and final defense

ISD Program Issues/Concerns

- Not an alternative for students who were not admitted to other programs or were not successful in other programs

- Not a way to avoid more difficult/lengthy doctoral programs

- Student must be self-motivated, since there is less-direct advising and significant variability in committee expectations

- ISD graduates may face special challenges in the job market since this is not a traditional degree (especially in academia)

- Integration of students into department culture varies

- One college chose not to participate, for fear of distracting faculty from primary mission in accredited programs

WESTERN MICHIGAN UNIVERSITY

Expectations of Dissertation Committee

- Relies heavily on participation by faculty, who participate voluntarily and often above typical workload

- 4 members from at least 2 different disciplines/departments
- Selected before admission and serve as application reviewers
- Perform annual review
- Ensure standards for their disciplines are met
- Establish standards for research proposal, comprehensive exams, candidacy, dissertation, and defense
- Perform assessment of learning outcomes

WESTERN MICHIGAN UNIVERSITY

Sample ISD Disciplinary Combinations

Social Work (CHHS)
Behavioral Psychology (CAS)

An integrative healthcare approach to depression in females

Educational Leadership (CEHD)
Communications (CAS)

Crisis leadership strategies in higher education

Social Work (CHHS)
Special Education (CEHD)

Designing programs to allow students with disabilities to succeed in college

Educational Leadership (CEHD)
Sport Management (CEHD)
Sociology (CAS)

Concussion management policies in higher education

Anthropology (CAS)
Environmental Studies (CAS)
Economics (CAS)

Economic impacts of climate change on vulnerable people and cultures

Religion (CAS)
Anthropology (CAS)

Native peoples' connection to their ancestral land

Resources Required

- Graduate College has no budget for ISD
  - No marketing, no student funding or support

- Relies on courses and faculty from departments/academic colleges

- Associate dean/dean acts as program director
  - Respond to inquiries
  - Process application and admission decisions
  - Provide initial advising and guidance on university policies
  - Handle university-required forms and processes

WESTERN MICHIGAN UNIVERSITY

Funding of ISD Students

- ISD program has no funds for TA or RA appointments

- Students are responsible for securing their own resources
(university employee benefit, self pay, or GA in other units)

- Ideally, departments related to the ISD student's disciplines will consider these students for TA or RA positions, if appropriate
(but they must support students in their own programs first)

- ISD students are encouraged to apply for scholarships or fellowships and are guided to resources

ISD Enrollment

10 Average enrollment

52% Enrolled students identify as a minority

Average TTD (years) — **4**

Inquiries (per year) — **20**

Completions (in 7.5 years) — **5**

22 Applications

21 Admits
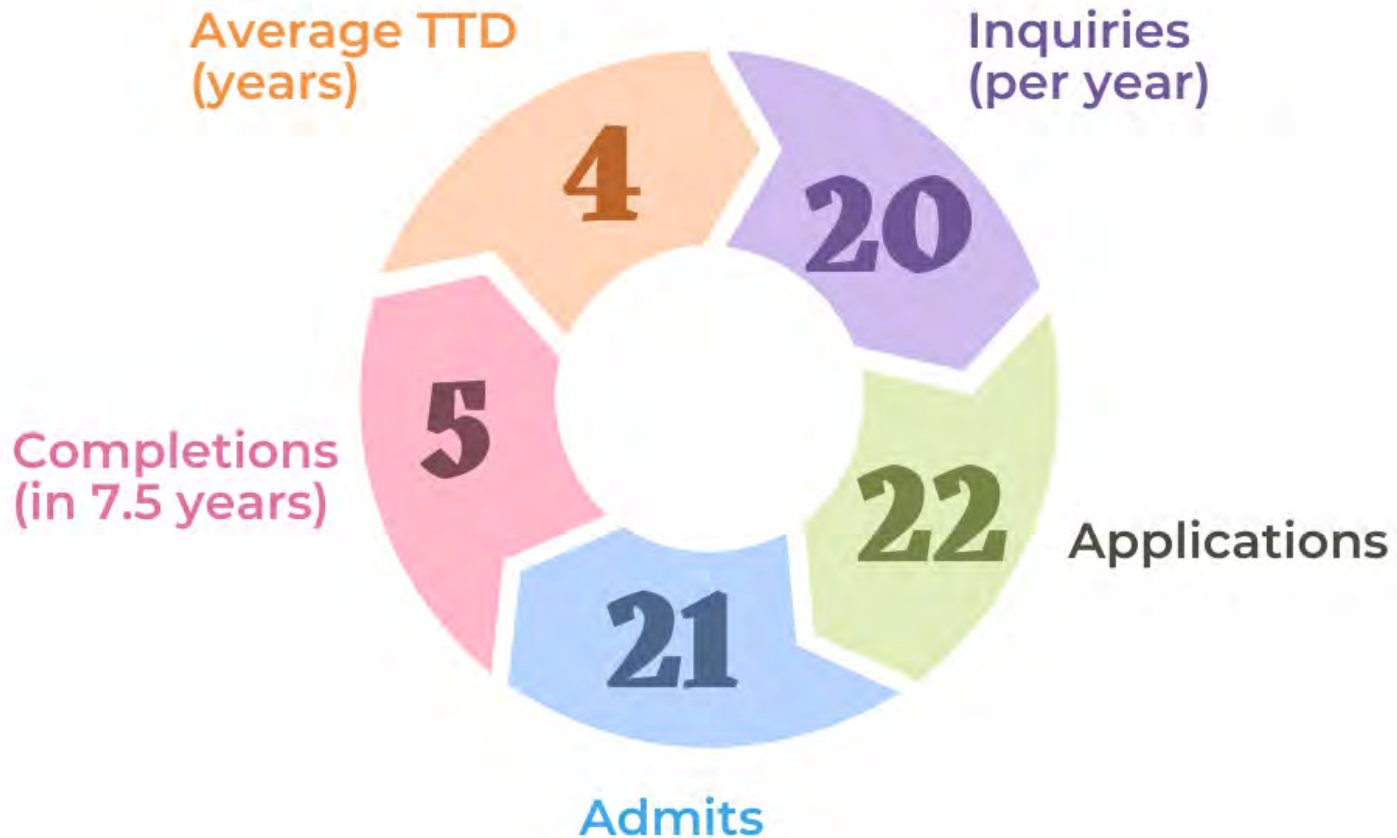
Next Step for WMU ISD Program

- WMU moved to an RCM-like budget model, where academic colleges receive tuition for graduate students based on college of the program

- Graduate College is a service unit that does not generate revenue

- This forced a plan to house ISD in an academic college

ISD Program's New Home

- Most colleges have their own interdisciplinary doctoral program (combining disciplines within the college)
- WMU has some examples of interdisciplinary doctoral programs within a college that allow work across colleges
  - These often involve MOA for tuition revenue sharing
- **College of Arts and Sciences** was a logical home
  - Did not have own interdisciplinary doctoral program
  - Has several departments with no doctoral programs
  - Majority of ISD students have a CAS discipline

Future of ISD Program

- Proposal to move ISD administrative home has been approved through Faculty Senate process

- CAS is forming a committee to oversee ISD

- Should be seamless transition for current students

- Should allow for better tracking and more marketing efforts

- Will be interesting to see if between-college options continue to be supported and encouraged

Lessons Learned

- Some faculty were concerned that ISD would take students away from their traditional programs

- Many faculty put in great effort to help students in this unique program, often above their assigned duties and workload

- Some chairs were concerned that participating faculty would be distracted from their other duties

- Some students thrive in self-designed program that is largely self-driven; some do not

- The creativity in proposed projects is inspiring

Thank you! Questions?

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Graduate College, Western Michigan University
Kalamazoo, MI

Tailoring Learning to the Graduate Learner through Competency-Based Education

Dr. Joy Henrich, AVP and Dean of Graduate Education

79th Annual MAGS Meeting 2023

Competency-Based Education

- Traditional education
  - **Time** is the constant, learning is the variable

- CBE
  - **Learning** is the constant, time is the variable

Traditional vs. CBE Comparison

	Rasmussen University Traditional (clock-based)	Rasmussen University CBE
Assessment	Mixed assessments	Authentic assessments
Pace	Set by academic calendar	Flexible within terms
Faculty	Traditional faculty model	Instructional faculty separate from assessment
Academic Progress	Accumulate credits through earned grades	Credits through competency mastery
Cost	Pay per credit	Pay per credit
Financial Aid	Title IV eligible	Title IV eligible

Basic Elements of Rasmussen CBE Courses

Course and credit-based CBE programs; not direct assessment
Six competencies per course; seven authentic deliverables per course
The first six deliverables allow students to demonstrate each competency. The seventh deliverable allows the student to demonstrate synthesis of learning. All seven deliverables must be passed to pass a course.
Disaggregated faculty model – instructional and assessment faculty. Both equally credentialed.
Instructional faculty deliver 3-7 live online classroom sessions per week to accommodate students' time flexibility.
Assessment faculty provide personalized feedback aligned with rubric language.
As many as 200 students may be enrolled in a CBE course. (100 for doctoral courses.)

What's Working?

Retention and student satisfaction
Learning (via external assessments)
Efficacy during pandemic
Design flexibility

What Has Not?

Pilot for freshman
Subscriptions during pandemic
A few educational technologies
Challenge: Fitting CBE into traditional systems and thinking

What's Changed?

21 Programs – 6 at the graduate level
Single faculty model for smaller courses
LMS and transcript (Comprehensive Learner Record)
Choice

2022 CBExchange Takeaways

- Is it still "2-year and 4-year institutions"?
  - Learning is not about the amount of time spent in school
  - The non-traditional student is now the norm

- Need to understand "student-centered" learning
  - Must build relationships with students
  - Give students control with accountability
  - Create professional learning communities
  - Learning is the end goal of assessment

- CBE needs to be seen as a universal system of learning
  - Quality and transparency
  - CBE helps others understand what students know and can do
  - Competencies as currency
  - Employers need to be able to translate competencies into skills-based job descriptions
  - Industry partnerships are vitally important

Final Thoughts

The definition of education is expanding.

The employment gap has employers interested.

The Competency Learner Record is gaining steam.

Student obstacles to success are more numerous than ever.

Competencies as currency

Discussion and Questions

Midwestern Association of Graduate Schools

Great Expectations: Graduate Education in a Changing World

Welcome

79th Annual Meeting of the Midwestern Association of Graduate Schools
March 29–31, 2023 • Chicago, Illinois

Membership
Experience the benefits of MAGS membership!

MEETING REGISTRATION	**SPONSOR REGISTRATION**
EXHIBITOR REGISTRATION	**VENUE/TRAVEL**
AGENDA	**PLENARY SPEAKERS**
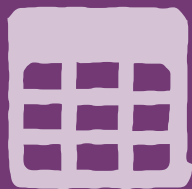
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Midwestern Association of Graduate Schools

Great Expectations: Graduate Education in a Changing World

Membership

New member application ›

Pay 2022 Past Due MAGS Membership ›

Pay 2023 Membership Dues ›

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.

Beginning in calendar-year 2020, the MAGS Executive Committee decided to eliminate the multi-year payment option and return to annual payments only. If your institution already renewed for multiple years, your advance membership payments will be honored accordingly. If you would like to confirm your membership status, please contact ex@uwlax.edu.

NOTE: Benefits of a paid membership include reduced rates for registration at the MAGS annual meeting and eligibility to submit an entry for the Three Minute Thesis competition and nominations for the Distinguished Thesis, Excellence in Teaching, and Excellence & Innovation in Graduate Education awards.

Graduate headcount enrollment	1 year dues
1–1000	$ 200
1001–4000	$ 250
4001 +	$ 300

Dues notices are emailed to member institutions each September. Payments can be paid online by credit card. If your institution is unable to pay by credit card, please contact ex@uwlax.edu to discuss an alternate payment option.

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Midwestern Association of Graduate Schools

Great Expectations: Graduate Education in a Changing World

Agenda

2023 MAGS ANNUAL MEETING PROGRAM

79th Annual Meeting of the **Midwestern Association of Graduate Schools** *Great Expectations: Graduate Education in a Changing* **March 29–31, 2023** Doubletree by Hilton Hotel Chicago—Magnificent Mile Chicago, Illinois	
Wednesday, March 29, 2023	
8 a.m.–5 p.m.	**Registration**
9–11:30 a.m.	**New Graduate Administrators Workshop** *—David Daleke, Vice Provost for Graduate Education and Health Sciences,* *Indiana University, Bloomington* *—Julie J. Masterson, MAGS Past Chair; Associate Provost and Dean of the* *Graduate College, Missouri State University* 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). (Please note: Additional registration is required)
10–11 a.m.	**Executive Committee Meeting**
11:30 a.m.–1 p.m.	**New Graduate Administrators & Executive Committee Luncheon** (Please note: Additional registration is required)
1–1:15 p.m.	**Welcome to MAGS Conference** *—Kerry Wilks, MAGS Chair & Dean of the Graduate School and Associate* *Vice President of International Affairs, Northern Illinois University*
1:15–2:30 p.m.	**Future Students, Future Careers: An Update on CGS Initiatives** *—Suzanne Ortega, President, Council of Graduate Schools*
2:30–2:45 p.m.	**Exhibitor Highlights** *Introduction: Jennifer Ziegler, MAGS Secretary-Treasurer*

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79th Annual Meeting of the
Midwestern Association of Graduate Schools
Great Expectations: Graduate Education in a Changing World
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Doubletree by Hilton Hotel Chicago—Magnificent Mile
Chicago, Illinois

Wednesday, March 29, 2023

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2:30–2:45 p.m.	**Exhibitor Highlights** *Introduction: Jennifer Ziegler, MAGS Secretary-Treasurer*	LaSalle Ballroom
2:45–3:15 p.m.	**Break: Sponsored by Illinois State University**	LaSalle Ballroom
3:15–4:15 p.m.	**CONCURRENT SESSIONS I**	
	Redesigning Graduate School Student Service Models to Meet Changing Student Needs —*Alexis Thompson, Associate Dean for Student Success, University of Illinois Urbana-Champaign* —*Allison McKinney, Assistant Dean for Academic Affairs, University of Illinois Urbana-Champaign* —*Derek Attig, Assistant Dean for Career and Professional Development, University of Illinois Urbana-Champaign* New cohorts of graduate students—including both an increasing population of online students and those whose educational experiences have been significantly shaped by the pandemic—bring with them different preferences for how they engage with programming and academic offices. Building off tools developed during the pandemic, our institutions and staff have adopted and become proficient in new technologies and approaches for engagement. Bringing these together, graduate schools have an opportunity to reflect on	State I

emerging service and program delivery models, but unpredictable and uneven uptake of services across different modes presents challenges for program planning, resource allocation, and marketing.

At the University of Illinois Urbana-Champaign, we have recently embarked on a redesign of our student service and programming models to better meet the current and emerging needs of students and staff. We have launched a cross-trained and cross-functional team to provide "one-stop" advising for graduate students and campus contacts. This centralized service approach allows us to provide a wider range of interaction types (email, chat, phone, virtual and in-person appointments) with more timely and complete responses. We have engaged with student representatives to explore student preferences for modes and technologies. Our student programming and advising models incorporate a range of modes (virtual, hybrid and in-person) tailored to the needs of students and the specific objectives of each program.

During this session, we will present our approaches to redesigning and implementing our service models and provide opportunities for participants to share promising practices from their institutions.

	Investing in Our Students: Fostering Cross-Disciplinary Connection and Diverse Learner Engagement to Meet Modern Student Expectations —*Pieter DeHart, Associate Vice Chancellor for Graduate Studies and Research, University of Wisconsin-Green Bay* —*Marci Hoffman, Graduate Programs Manager, University of Wisconsin-Green Bay* As we emerge from the vast disruption of the past few years, society is reassessing its priorities, including those in graduate education. Graduate students, in particular, seem particularly interested in finding meaningful ways to connect, contribute, and participate in their education, and to readily engage this process it demands that universities respond or risk disengaging their audience. Now is the perfect time to assess and invest in diverse experiences, representative groups, and outreach specific to graduate students and alumni. From cross-departmental (and inter-institutional) collaborations to graduate student councils and happy hours, schools across the Midwest have found ways to not only enhance the student experience, but to make existing opportunities more inclusive and welcoming to diverse students across their institutions. This facilitated discussion will explore some of the ways that support for the graduate student experience has changed, been implemented, grown, and supported in light of this new reality, and some new ways to ensure we meet or exceed expectations into the future. Presenters will share specific activities implemented and lessons learned to move productively forward at their home institution, and engage the audience to share the varied experiences and advice at other institutions.	Huron
	Sending Out an SOS: Serving Those Who Serve Graduate Students —*Sara Pettit, Academic Affairs Coordinator, The University of Iowa* —*Heidi Arbisi-Kelm, Assistant Dean for Academic Affairs, The University of Iowa* The University of Iowa Graduate College is an information hub for faculty and staff in the over 100 programs represented by the degrees we confer. In turn, these dedicated departmental personnel are responsible for relaying copious amounts of information to their stakeholders. Tasked with responding to faculty and student questions on admissions, enrollment, academic policy, research ethics, professional development, and wellness (among much more), what happens when they don't know the answer? While much of the needed information exists, too often, it is littered across numerous campus websites or buried deep in the institutional memory of a single individual. In the rapidly changing graduate education landscape, we asked, "How can we better serve the informational needs of those who serve graduate students?" The SOS sent up by stakeholders in a post-COVID world made it clear that an on-demand resource capable of providing rapid, equitable, and consistent answers and best practice guidance was needed. To accomplish this, we turned to our course management system, which allowed us to quickly create flexible modules on topics vital to the daily success of our stakeholders. This information repository has streamlined our communications and outreach efforts, reduced incoming emails, and more	State II

effectively connected graduate administrators with the information they seek. While we may not have saved any sinking ships with its rollout, the overwhelming response from graduate administrators can nonetheless be characterized as one of relief and rescue. Our resource is adaptable, comprehensive, and highly customized for graduate education.

In this session, we will discuss its creation, structure, and maintenance, as well as engage participants in conversation about replicating something similar on their campus.

4:30–5:30 p.m.	**CONCURRENT SESSIONS II**	
	The Graduate Career Landscape: Changing Patterns, Changing Needs —*Julie Rojewski, Director, Graduate School, Michigan State University* —*Elysse Longiotti, Associate Director of Student Career Advising, Northwestern University* —*Jennifer Teitle, Assistant Dean for Graduate Student Professional Development, University of Iowa* In this session, panelists from different universities share how a convergence of factors—a rapidly evolving job market, changing student needs, and the COVID pandemic—continue to influence how universities design programs and services to support the career and professional development needs of graduate students. The panelists will review institutional data from their own campuses, as well as best practices gleaned from other campuses who have found ways to innovate and evolve to respond to changing circumstances. Of particular relevance is how best to respond to student expectations for supports in this area. How do we support students in their global job search when trends in immigration and remote work shape opportunities in new ways? How do graduate school leaders partner with faculty mentors to initiate and support career conversation and exploration? What programs and services have proven to best serve the needs of students, the goals of their mentors, and the resources available to campus leaders?	State I
	From Baby Boomers to Gen Z: How to "Click" with Graduate Students —*Nicole Lounsbery, Director, Graduate School, South Dakota State University* —*Kristen Kponyoh, Assistant Director, Graduate School, South Dakota State University* As universities and colleges struggle with enrollment decline amid a global pandemic and shift to remote learning, it is now more critical than ever to connect and engage with students. In order to do this, we need to implement new and varied ways of communicating that mimic how students actually receive their information. Data shows that 89% of Gen Z-ers use YouTube, 74% use Instagram, and 68% use Snapchat on a weekly basis. Additionally, current statistics reveal that every generation checks YouTube at least once a week, even 52% of Baby Boomers; making it the only platform that has such an immense reach to a wide variety of age groups. It is becoming increasingly clear that people would rather watch a video than read written language. The SDSU Graduate School has utilized this information and implemented it into their communication plans geared toward both prospective and current graduate students. During this presentation, we will share statistics and real-world examples of why the shift from plain text to video messaging is crucial to the success of graduate student recruitment and retention. Additionally, we will engage audience members in an open dialogue about what the SDSU Graduate School is doing to reach students, discuss what is being done on other campuses, and brainstorm strategic methods to boost student engagement through various media platforms.	Huron
	Change Management and Strategic Planning in Graduate Education —*Manfred Van Dulmen, Senior Associate Provost & Dean Graduate College, Kent State University* —*Angela Pool-Funai, Assistant Provost for Academic Programs; Dean of the Graduate School and Office of Scholarship & Sponsored Projects, Fort Hays State University*	State II

	—Julie Masterson, Associate Provost & Dean of the Graduate College, Missouri State University Institutes of higher education, including graduate education units, are undergoing significant change as a result of both organizational (e.g., the great resignation, reorganizations, budget cuts) and student (e.g. shifts in what is needed to support graduate student success, e.g., increased mental health needs; increased demand and need for professional development, preparation for non-academic jobs students in doctoral programs) factors. Effective change management is essential to the operation of graduate schools and colleges. The panel will discuss change management and strategic planning in the organization and administration of graduate education. Panelists will provide case study examples of change management and strategic planning at their own institution including successes, failures, and lessons learned. This session will provide ample opportunity for audience members to engage in conversation with the panelists about how we can best support graduate student success during times of significant organizational change.	
6–8:30 p.m.	**BANQUET** **MAGS/ProQuest Distinguished Master's Thesis Award** *Award presented by Alison Thompson, Product Manager, ProQuest Dissertations, ProQuest/Clarivate* **Excellence in Innovation Award** **Excellence in Teaching Award**	LaSalle Ballroom
Thursday, March 30, 2023		
7:30 a.m.–5 p.m.	**Registration**	LaSalle Foyer
7:30–8:30 a.m.	**Breakfast, sponsored by The Center for Graduate Career Success:** **Scaling Career Support to Prepare More Graduate Students for Career and Job Search Success** *–Maren Wood, Director and CEO, The Center for Graduate Career Success* In research conducted by the Center for Graduate Career Success, 50% of graduate students lacked foundational knowledge about job searching, and over 80% could not confidently communicate the value of their advanced degrees to employers. Although many institutions lack the necessary resources to provide tailored career support to graduate students, the long-term financial future and reputation of graduate programs depend on alumni career success. When alumni struggle to build careers, they blame their institution and doubt the value of their advanced degrees. This presentation will discuss the challenges master's and doctoral students face when building careers, and how the Center partners with 45+ graduate schools to prepare students for career success.	LaSalle Ballroom
8:45–10:30 a.m.	**PLENARY SESSION II** Introduction: Carrianne Hayslett, MAGS Chair Elect; Associate Dean, Marquette University Graduate School **Building a Better Graduate Education: Past, Present, and Especially Future** *– Leonard Cassuto, Professor of English, Fordham University* In " Building a Better Graduate Education: Past, Present, and Especially Future," Leonard Cassuto will assess the post-covid graduate school landscape, including the bumpy road that brought us to this place and the pathways leading forward from it. How might we understand the strengths and weaknesses of the graduate school enterprise in relation to the exigencies of today? How shall we work to make graduate school more student-centered? These are a few of the questions that Cassuto will consider.	LaSalle Ballroom

10:30–10:50 a.m.	**Break**	LaSalle Ballroom
11 a.m.–Noon	**CONCURRENT SESSIONS III**	
	Using Marketing Personas to Better Understand the Changing Expectations of Graduate Learners —*Charlotte Bauer, Assistant Dean for Communications and Strategic Planning, University of Illinois Urbana-Champaign* Like many institutions, the University of Illinois Urbana-Champaign has seen a marked change in graduate education over the past decade. In that time, graduate enrollment has doubled to more than 20,000, and its distribution has shifted in significant ways. Sixty-seven percent are now enrolled in master's programs and 43 percent in online programs. To help us understand the expectations of these new learners, the Graduate College has partnered with our campus' Office of Strategic Marketing and Branding to develop personas. Personas are a semi-fictional representation of a group of customers, commonly used in marketing to understand buyer behavior. Drawing on this practice, we have developed a set of four personas as a starting point to understand broadly their needs and motivations when seeking out and applying to programs and their expectations for their graduate experience. This project has provided insight both for recruiting and for gauging what services and resources are important to each of the personas. In this session, we will share how we went about creating personas, our findings, and how it informs our communications and services.	State
	Transforming the Culture of Graduate Programs through Cross-Generational Mentoring —*Melissa F. Baird, Associate Professor of Anthropology, Michigan Technological University* Graduate programs provide comprehensive theoretical and methodological training to educate future leaders. They spend considerable resources on training students to be successful and seek tenure-track faculty positions in the academy. However, less attention is paid to non-academic career success or preparing graduate students for multiple career pathways. Career and professional development must begin early and be integrated and supported in coursework, experiences, and the program's culture. Engaging students early in career development also contributes to completion and retention. This paper outlines why the culture of graduate programs must shift to meet this moment. It presents one example of how to prepare students - and use resources that develop skills in mentorship, time and personnel management, and navigating research through the Mentoring Experiences for Graduates (MEG). MEG is a program designed for graduate students to receive experience and credits for supervising undergraduate students on research. Students lead mentoring teams (i.e., graduate mentor, undergraduate mentee, and faculty advisor) on a semester-long research experience. MEG prepares students with the translatable skill sets needed in future academic and non-academic careers.	Huron
	The Intersection of Graduate Education and Research Integrity: Partnering to Improve the Graduate Student Experience —*James L Mohler, Associate Dean of the Graduate School, Research Integrity Officer and Professor of Computer Graphics, Purdue University* There are many challenges facing graduate education: student well-being, quality of mentorship and the research climate to name a few. Concurrently institutions are dealing with a dearth of research misconduct cases, grappling with how to deal with detrimental research practices, and trying to address the ever-increasing scrutiny from sponsors. Both graduate education administrators and research compliance officers are trying to find policy approaches to addressing these things, all of which affect graduate students. However, there is often a disconnect between education and compliance at most universities, either real or perceived. This session will focus on the potential intersection between graduate education and research compliance in addressing these challenges. This contribution will talk about both tactical and strategic ways these university	LaSalle Ballroom

	entities can work together around the topic of detrimental research practices—behaviors that may not rise to the level of research misconduct or institutional equity. Most institutions have not even identified what DRPs are, let alone developed policy approaches to addressing them. At a minimum, attendees in this session should get a sense for the range of behaviors classified as a DRP, how they might partner with compliance areas, and possibly some sense of how to address them.	
12:15–1:45 p.m.	**LUNCH: Sponsored by Liaison** **Trends in Graduate Enrollment** *—Ashley Crocker, Associate Vice President, Enrollment Management Solutions, Liaison* *—Katie Doviak, Associate Vice President, Enrollment Management Solutions, Liaison* *—Madison Spikes, Associate Vice President, Enrollment Management Solutions, Liaison* Join us for an interactive engagement as we discuss trends in graduate enrollment across the Midwest, including a live survey to hear from you and your peers on a variety of topics currently top of mind. **Business Meeting** *—MAGS Board* Attend the MAGS business meeting to hear highlights from the year from the MAGS Executive Committee, including reports from the various MAGS committees. Also help to welcome new MAGS leaders for 2024 as we pass the gavel.	LaSalle Ballroom
2–3 p.m.	**CONCURRENT SESSIONS IV**	
	"I Will Walk Alongside You": Mapping the Path to Holistic Graduate Student Support *—Allison C. Roman, Director of Student Support Services, Van Andel Institute Graduate School* From the moment a graduate student accepts an admissions offer, the possibility for comprehensive and holistic student support begins. Through intentional student support efforts, the Van Andel Institute Graduate School (VAIGS), a biomedical Ph.D. program, has developed and implemented various initiatives and programs that have enhanced the overall student co-curricular experience. In this session, participants will learn about a holistic student support model developed and utilized by our biomedical Ph.D. program that encompasses five different domains: Graduate Student Wellness, Student Belonging & Community Building, Curricular Milestones, Career Advising -Exploration, Planning, & Development, Student Support Resources. Additionally, participants will map out the initiatives, programs, and services at their respective institutions; identify strengths, gaps, and opportunities; and discuss with their colleagues how they are developing and implementing their programming. The Van Andel Institute Graduate School (VAIGS) is one of about a dozen accredited graduate schools that is part of an independent research institute. By combining rigorous coursework with extensive laboratory experience under the mentorship of VAI's expert faculty, the Graduate School develops scientists to be tomorrow's biomedical research leaders through an intense, problem-focused Ph.D. degree in molecular and cellular biology.	State
	Disrupting Disciplinary Socialization to Find Agency and Community *—Katherine Kearns, Assistant Vice Provost for Student Development, Indiana University Bloomington* *—Trevor Verrot, Graduate Career Coach, Indiana University Bloomington* As we continue to live in a time of disruption and uncertainty, community building becomes ever more vital in the work that we do as career development professionals. In this session, we explore how dialogue across institutions can support graduate students' sense of agency in their career development. In March 2021, a collaborative four-part online workshop series, "Exploring and Unpacking Post-PhD Career Possibilities," was created	Huron

by Indiana University, Dalhousie University, and the University of Pittsburgh for the Centre for the Integration of Research, Teaching, and Learning (CIRTL) to help participants identify skills and create a development plan. We launched this series again in March 2022 by adding a research component and built on our lessons learned from the year before. In this presentation, we share our planning process of how we designed the series and share evidence from our pilot study that demonstrates how our program helped to address graduate students' feelings of uncertainty and unpredictability and constricted beliefs of their career possibilities.

	GPDs in Threes: Meeting the (Ever-Changing) Needs of Graduate Program Directors —*Carrisa S. Hoelscher, Ph.D., Interim Associate Dean of the Graduate College, Missouri State University* —*Jerry Masterson, Ph.D., Program Director, Graduate Interdisciplinary Programs, Program Director, Graduate Interdisciplinary Programs, Missouri State University* —*Rhonda Stanton, Ph.D., Program Director, English, Missouri State University* Meeting the needs of graduate program directors across vastly different academic units and types of programs is a distinct and complex challenge shared by many graduate schools. This session will detail the efforts of a pilot program at Missouri State University aimed at addressing these needs while empowering program directors to build sustainable networks. The program, "GPDs in Threes," builds small groups of three program directors by academic college and/or type of program (i.e., professional, applied, or research-focused). Groups of three meet with a Graduate College representative once a month to network with one another, offer social and administrative support to each other, and engage in brainstorming sessions to address program-specific problems and challenges. After an initial meeting, pre-reading (e.g., review program data) and action items (e.g., set a helpful boundary this month) are established for subsequent meetings to maintain accountability and help produce ideal outcomes. After detailing the program, we will use this session to provide best practices for implementing the program, explore ways to expand and adapt the program, and invite attendees to reflect on its usefulness across their respective institutions.	LaSalle Ballroom
3–3:30 p.m.	**Break**	LaSalle Ballroom
3:30–4:30 p.m.	**CONCURRENT SESSIONS V**	
	Meeting Graduate Student Career Expectations: The Humanities Without Walls Graduate Futures Internship Curriculum Project —*Derek Attig, Assistant Dean for Career and Professional Development, University of Illinois, Urbana-Champaign* —*Margaret "Maggie" Nettesheim Hoffmann, Associate Director of Career Diversity, Humanities Without Walls and Marquette University* For nearly a decade, the Humanities Without Walls (HWW) consortium with support from the Mellon Foundation, has supported the adoption of graduate student-centered career and professional development programming addressing the unique needs confronting students committed to the broad application of their research and training. To enhance these efforts, in 2020 the consortium sponsored a collaborative endeavor in partnership between HWW, Marquette University, and the University of Illinois at Urbana-Champaign, to build a portable framework for graduate students participating in career diversity internship experiences. This portable curriculum model prioritized the development of lesson plans that can be specifically tailored to the context of internship opportunities at other universities based upon the duration of their career diversity internship programs and placement site locations. This panel will share the experiences of the designers of this internship curriculum model and evaluate best practices, challenges, and lessons providing support to graduate students enrolled in experiential workplace learning environments.	LaSalle Ballroom
	Discontinuing the GRE in Doctoral Admissions at the University of Michigan: Permanently Pausing Standardized Testing after COVID	State

—Anna Mapp, Ph.D., Associate Dean for Biomedical Sciences, U-M Rackham Graduate School, and Edwin Vedejs Collegiate Professor of Chemistry, U-M Life Sciences Institute, University of Michigan, Rackham Graduate School
—Ethriam Cash Brammer, Ph.D., Assistant Dean and DEI Implementation Lead, University of Michigan, Rackham Graduate School

A contentious debate has been raging for decades about the disproportionately negative effects on diverse communities when standardized tests are used in the college admissions process.

Recently, an increasing number of universities have discontinued the use of standardized tests in admissions, most notably the University of California system. This trend was greatly accelerated by the pandemic, which led most institutions to temporarily suspend the use of standardized testing in their evaluation of prospective students. Many of those institutions have made those policy changes permanent after successfully admitting at least two cohorts of academically well prepared students, who were often more diverse than years when standardized tests were still being used.

However, due to the distributed nature of graduate admissions, where admissions decisions are typically made by faculty committees within a specific graduate program, there are unique challenges to adopting a campus-wide policy to discontinue the use of standardized tests in graduate admissions.

Notwithstanding, in 2021, the University of Michigan Rackham Graduate School successfully achieved this feat and recently announced that it will be discontinuing the use of the Graduate Record Examination (GRE) in admissions across all of its doctoral programs, beginning with the 2023 cohort.

This presentation will trace the evolution of Rackham's journey from its initial embrace of holistic admissions, through the broad socialization and adoption of these practices across Rackham graduate programs, finally culminating in the elimination of the use of the GRE in admissions for all Rackham doctoral programs. It will also detail the rationale for the decision, the faculty engagement process leading to the adoption of the policy, as well as the benefits resulting from its implementation.

4:45–5:45 p.m.	**BREAKOUT ROOM TAKEOVER – NEW FOR MAGS!** Join us as our sponsors "take over" our breakout rooms. You'll have the opportunity to learn about their products and services while enjoying tasty beverages and snacks. Dive into drinks and data in this alternative reception!	
	Gray Associates, Inc: PES-Program Evaluation System: A Live Look at Supercharging Your Decision-making Process *—Ned Caron, Vice President of Marketing, Gray Associates, Inc.* *— Juanel Oriach, Director of Customer Success, Gray Associates, Inc.* Join Gray Associates' VP of Marketing Ned Caron and Director of Customer Success Juanel Oriach, for refreshments and a live look at Gray's Program Evaluation System software. Attendees will receive a brief overview of a Program Evaluation System's data and how it empowers institutions to make data-informed decisions in ways that have benefitted Gray clients, such as Marquette University. Then we will go live into the system, and attendees will have the chance to suggest graduate programs they would like to see scored in PES. We will demonstrate how to look at them individually and compare them to other programs.	State
	RHB, Inc: Data Governance and Systems Management for Graduate Schools *—Alex Williams, Senior Vice President for Relationship Development, RHB, Inc.* *—Domenick Rozzi, Senior Technology Consultant, RHB, Inc.* Whether your institution currently has a CRM or is considering implementation of one, RHB will provide the groundwork on key decisions and models necessary for future success. While the concept of data governance and systems management is system agnostic, Domenick Rozzi and Alex Williams will articulate factors to consider when building teams focused on technology in centralized and decentralized organizations that	LaSalle Ballroom

leverage Technolutions Slate. Ensuring the right individuals are at the table, setting expectations across the organization and developing a model for system updates and management will enable graduate schools to focus on streamlining the student experience and optimizing capabilities within the CRM while simultaneously ensuring data integrity. Capturing the nuance between graduate program requirements and processes when it comes to recruitment and admissions strategies affords institutions the opportunity to rethink potentially redundant elements in favor of automation, minimizing the manual effort that can be reallocated back to enhancing the student experience.

Friday, March 31, 2023

8–10 a.m.	**Registration**	LaSalle Foyer
7:30–8:30 am	**Breakfast**	LaSalle Ballroom
8:45–9:45 a.m.	**CONCURRENT SESSIONS VI**	
	Fostering Graduate Student Success through the Academic Communication Practices Certification Track *—Sarah Huffman, Assistant Director of the Center for Communication Excellence, Graduate College, Iowa State University* At some point in their multi-year journey towards an advanced degree, the average graduate student will find themselves feeling isolated as they struggle to meet the demands of coursework and research, navigate the complexities of advanced communication situations, and perform requisite responsibilities associated with assistantships or funding. It is well established that support resources, be they institutionalized or personal, aid significantly in bolstering graduate student retention, a healthy work/life balance, and overall happiness. To address this need, the Center for Communication Excellence (CCE) of the Graduate College at Iowa State University has devised the Academic Communication Practices (AcComP) Certification Track, a program that supplies graduate students with longitudinal support, from recruitment through degree completion, with a focus on enhancing academic communication development and meeting Graduate College dissertation/thesis requirements. Upon completion of an onboarding intake event during which students submit a baseline writing sample, enrolled AcComP participants receive CCE consultant-generated feedback on their compositions. They also receive a tailored plan to foster the development of their written, oral, and digital communication skills and match anticipated steps and milestones in their graduate programs. Future AcComP Track cohorts will take credit-based courses to introduce such topics as the Graduate College Handbook, selection of major professors, and Institutional Review Board standards. As they take advantage of precise academic communication support programming at dedicated phases of their graduate programs and learn Graduate College dissertation/thesis requirements, students are set up for success as communicators, scholars, and researchers from the onset of their graduate school careers.	State I
	How to Build a University-Wide Interdisciplinary Doctorate Program with Few Resources *—Christine Byrd-Jacobs, Dean, Graduate College, Western Michigan University* *—Malia Roberts, Interim Senior Director, Graduate College, Western Michigan University* The Graduate College of Western Michigan University developed an Interdisciplinary Studies Doctorate program designed for students with interests that are broader than any single discipline and whose unique needs cannot be met by our graduate program offerings. This is essentially a self-designed curriculum, where the student has the responsibility to create a plan of study, in consultation with the faculty from two or more graduate programs who serve as the dissertation committee. The focus of the program is to produce scholars who develop skills that allow them to use innovative approaches to problem solving.	Huron

The program has been administered by the Graduate College, and it relies heavily on the cooperation of academic departments and colleges since we do not offer any courses or employ any faculty. It was never envisioned to be a common choice for students, since our first priority is to support established programs, but it was meant to offer flexibility to students with interests outside existing academic boundaries. The program has been well received and has strong enrollment, even without recruiting or marketing efforts. There has been particular interest from departments that do not offer a doctoral program and from students with creative disciplinary combinations.

This session will outline the steps to establishing a university-wide interdisciplinary program housed in a Graduate College that requires little to no resources. We will identify our successes and share the potential pitfalls to creating a program that promotes a multidisciplinary approach across colleges.

	Tailoring Learning to the Graduate Learner Through Competency-Based Education *—Joy Henrich, Assistant Vice President, Graduate Education - Rasmussen University* Understanding the needs of today's graduate student is critical in tailoring learning experiences to meet their needs. Offering innovative, flexible graduate programs with rigorous curricula that teach the content and skills needed in today's workforce can be a daunting task. With innovation comes change. Changes to the learning model as well as throughout the framework of students' support systems are required. Graduate students have demonstrated previous academic success in their undergraduate programs and often bring strong work and life experience to the graduate-level classroom. The competency-based education (CBE) modality serves the needs of the graduate-level learner by allowing them to leverage their experience and demonstrate what they already know and can do. The CBE modality also provides flexibility within the learning environment which helps graduate-level learners fit graduate school into their already busy lives. Rasmussen University has offered graduate-level learning through the CBE modality for over five years. Our students and faculty thrive in this learning and teaching environment, but in those five years we have learned a great deal and have developed some best practices that foster success in this learning model. During this session, we will share those best practices and the stories of how we learned that they were needed.	State II
9:45–10:15 a.m.	**Break**	LaSalle Ballroom
10:15–11:30 a.m.	**3MT® Semi Finals 1**	State I
	3MT® Semi Finals 2	Huron
	3MT® Semi Finals 3	State II
	3MT® Semi Finals 4	LaSalle Ballroom
	3MT® Semi Finals 5	St. Clair
11:45 a.m.–12:30 p.m.	**3MT® Final Round**	LaSalle Ballroom

Midwestern Association of Graduate Schools

Great Expectations: Graduate Education in a Changing World

Plenary Speakers

Suzanne Ortega

President, Council of Graduate Schools

Suzanne Ortega became the sixth President of the Council of Graduate Schools on July 1, 2014. Prior to assuming her current position, she served as the University of North Carolina (UNC) Senior Vice President for Academic Affairs (2011–14). Previous appointments include the Executive Vice President

and Provost at the University of New Mexico, Vice Provost and Graduate Dean at the Washington, and the University of Missouri. Dr. Ortega's masters and doctoral degrees in sociology were completed at Vanderbilt University.

Leonard Cassuto
Professor of English, Fordham University

Leonard Cassuto, a professor of English at Fordham University, writes a monthly column for the Chronicle of Higher Education called "The Graduate Adviser." His latest book is *The New PhD: How to Build a Better Graduate Education* (with Robert Weisbuch; Johns Hopkins, 2021). It follows *The Graduate School Mess: What Caused It and How We Can Fix It* (Harvard, 2015). Cassuto is the author or editor of nine books, among which are *The Cambridge History of the American Novel* (2011), of which he was General Editor; and *The Cambridge Companion to Baseball* (2011), winner of the Best Anthology Award from the North American Society of Sports Historians. He is the author of *Hard-Boiled Sentimentality: The Secret History of American Crime Stories* (2009), which was nominated for the Edgar and Macavity Awards and named one of the year's Ten Best Books in the crime and mystery category by the *Los Angeles Times*.

Cassuto is also an award-winning journalist who writes on subjects ranging from science to sports, in venues from the New York Times to salon.com. With Robert Weisbuch, he works as an academic consultant, with a focus on helping institutions and programs revitalize the liberal arts. His website is www.lcassuto.com.

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Great Expectations: Graduate Education in a Changing World

Meeting Registration

79th Annual Meeting of the Midwestern Association of Graduate Schools
March 29–31, 2023 • Chicago, Illinois

Important registration information

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

Register Here!

2023 Annual Meeting Registration

	Early registration* by March 10, 2023	Regular registration* March 11, 2023 and later
MAGS Member	$525	$600
Non-members	$625	$700

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

Additional Workshops:

- $100, New Graduate Administrator Workshop
- $120, Guest for New Graduate Administrator Workshop

Guest Meals

- $160, Wednesday - Reception & MAGS/ProQuest Award Banquet
- $80, Thursday - Breakfast
- $120, Thursday - Lunch (Business Meeting & Excellence in Teaching Award)
- $40, Thursday - Networking Reception

- $65, Friday - Breakfast

Cancellation Policy

Substitutions are permitted. A 50% refund will be issued for cancellations received up to 45 days prior to conference. No refunds for cancellations received 44 days or less prior to the conference; however, substitutions are permitted. Requests for cancellation or substitutions must be submitted to UWL Graduate & Extended Learning at ex@uwlax.edu

Privacy Policy

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Great Expectations: Graduate Education in a Changing World

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- Silver - $500
- Bronze - $250
- Break sponsorship - $3,000
- Other sponsorship opportunities are available; please contact treasurer@mags-net.org for more information.

*This registration form is only for signing up for an institutional sponsorship. It is not for conference registration.

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Sponsors will be recognized on the home page of the meeting website, at the meeting and in the conference materials. To ensure that all sponsors are included in the conference materials, registration must be received by **March 6, 2023.**

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Exhibitor Information

Exhibitor Fees:

- Exhibitor Registration: $1,500

- Additional Representative: $750

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.

Program inclusions and deadlines:

For inclusion in the registration packet, we ask all registered exhibitors to provide a digital copy of their organization logo (.png or .jpeg preferred) by **March 6, 2023**.

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Great Expectations: Graduate Education in a Changing World

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Conference Hotel

Doubletree by Hilton Hotel Chicago—Magnificent Mile
300 E Ohio St.
Chicago, IL 60611

Book your room online

- Rooms are being held at a special rate of $150/night + tax
  - Rooms have two queen beds
- The rate is available from March 28–31, 2023
- You may book online at the special MAGS rate here

You are encouraged to book your hotel reservation early to ensure availability. The final date to make reservations at the MAGS rate is February 28, 2023 or when the rooms have been filled.

Please refer to the hotel's website for amenities.

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Midwestern Association of Graduate Schools

Great Expectations: Graduate Education in a Changing World

Cvent app

MAGS Annual Meeting information and documents can be easily accessed through the Cvent app. Click the appropriate button below to download the app to your device. After downloading the Cvent app, you can locate the MAGS Annual meeting with the event ID: **MAGS 2023conference**

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Announcements

Registration is open for 2023 MAGS Meeting March 29–31 Chicago, IL

September 30, 2022 By MAGS

Submit a MAGS 2023 Thesis Award Nomination by Nov. 1

September 29, 2022 By MAGS

Follow us!

The Midwestern Association of Graduate Schools (MAGS) is a regional affiliate of the Council of Graduate Schools. MAGS member colleges and universities are accredited institutions of higher education in the central U.S. that offer graduate programs leading to masters, specialist, and doctorate degrees. According to our Constitution, MAGS "...shall have as its primary purpose the consideration of mutual problems among the member institutions, relating to graduate studies and research. It will cooperate with other agencies for this purpose by dissemination of information, improvement of standards, encouragement of research, and assistance to institutions embarking on graduate programs."

Areas of active discussion and consideration have recently included:

- The future of graduate education

- Funding graduate education

- Administrative and instructional methodologies

- Delivery of graduate education via distance technology

- Program assessment and accountability

- Graduate student attrition

For additional information regarding the MAGS organization, please browse this website or contact one of our members.

Become a Member

Upcoming Meetings

Pay Dues

2023 MAGS Three Minute Thesis Competition

Nominate a student now for the 2023 MAGS 3MT competition to be held March 31, 2023 in Chicago, IL. **Feb 24, 2023** is the deadline to nominate a student. Placeholder nominations will be due March 10, 2023.
Download the 2023 MAGS 3MT Flyer **here.**

What is a three-minute thesis (3MT®)? To encourage students to effectively explain their research in three minutes in a language appropriate to a non-specialist audience, the University of Queensland developed the 3-Minute Thesis® competition. MAGS hosts the CGS-affiliate midwestern region competition where students summarize their research in three minutes using pre-determined guidelines. A panel of judges scores each presentation to determine the top two awardees. MAGS members in the audience select the People's Choice Award. The first place winner has the opportunity to represent MAGS at the national CGS competition, with the nominating institution's support.

MAGS is sponsoring a 3MT® competition to be held during the 2023 Annual Meeting, scheduled for March 29-31, in Chicago, IL. Student participants must be nominated by member institutions according to the specified deadlines. Participants will compete on the final day of the meeting; awardees will be selected and announced at that time. If the MAGS meeting moves to a virtual platform, the competition will also be held virtually (details for participants would be posted at that time).

Institutional Guidelines:

Only MAGS member institutions, in good standing, are eligible to compete.

- The institution must hold its own 3MT® competition. Institutions may not nominate a student who did not compete in a local competition.
- The institution must register their competition with the University of Queensland.
- Students enrolled in either Master's or Ph.D. programs may compete. A student's program of study must contain an original research project. The degree program need not formally require a thesis or dissertation, however the presentation topic must cover the original research project.
- One nominee per institution is allowed. Nominations include the nomination or place holder form and power point slide (if choosing to use one).
- Participants must be an enrolled student at some point during the academic year, including the previous summer, in which the MAGS competition is held.

Nomination of a Student Competitor:

Only the official who supervises graduate education (e.g. graduate dean, director) may nominate a student for competition. Nominate a student as follows:

1. Complete and submit the **2023 MAGS 3MT® Nomination Form** (Google Form) by the deadline

2. If the institution has not held the 3MT® competition by the deadline, please check "Yes" to the question, "Is this a Placeholder Nomination?" and follow the instructions on the nomination form. The name of the participant will need to be sent to 3mt@mags-net.org by a specified date.

Competition Rules:

- One single static PowerPoint slide is permitted, but not required. Slide transitions, animations or 'movement' of any description of the slide content is not allowed.
- No additional electronic media (e.g. sound and video files) are permitted.
- No additional props (e.g. notecards, scripts, pointers, costumes, musical instruments, laboratory equipment) are permitted.
- Presentations are limited to 3:00 minutes maximum and competitors exceeding 3:00 minutes are disqualified.
- Presentations are to be spoken word (e.g. no poems, raps or songs).
- Presentations are considered to have commenced when a presenter begins through movement or speech.
- Participants will be broken into groups for judging purposes.
- There will be one preliminary round of judging with the top 2 choices selected from each group to advance to the final round of judging.
- The top 2 choices from each group will present again in the final round. At least one judge from each group will then review/rate those presentations to determine the top 2 awardees. MAGS members will vote on the People's Choice award from this group.
- The decision of the judging panel is final.

Judging Criteria:

- Competitors will be evaluated and ranked by a judging panel guided by the Judging Matrix.

Questions? Contact: 3mt@mags-net.org
3MT is a registered trademark of the University of Queensland.

MAGS 2022 3MT Competition, April 8, 2022, Milwaukee, WI

Left to right: 2nd Place – Desire Ortiz Torres, University of Illinois Chicago; 1st Place – Tabitha DiBacco, Western Michigan University; People's Choice – Mehreen Iftikhar, Kansas State University

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MAGS 2021 3MT Competition Awardees (Virtual, Spring 2021)

1st Place – Ali Rassi, University of Oklahoma

"From Bench-top to the Operating Rooms: 3D Printed Implants"

MAGS 2021 3MT 1st Place - Ali Rassi, University of Oklahoma

2nd Place – Vishakh Iyer, Indiana University

““Weeding” Out the Opioid Epidemic”

MAGS 2021 3MT 2nd Place - Vishakh Iyer, Indiana University

3rd Place – Sai Siva Kare, University of Illinois Chicago

“Gift of Vision”

MAGS 2020 3MT Competition Awardees (Virtual, Fall 2020)
1st Place – Megan LaFollette, Purdue University

2nd Place – Varadha Balaji Venkadakrishnan, Cleveland State University

"PKN1 is an alternative target in advanced prostate cancer"

3rd Place – Amber Urban, Ball State University

"Menstruation: How we tell the story"

Left to right: 2nd Place – Monica Arul, University of Notre Dame; 1st Place – Chris Omni, Kansas State University; People's Choice – Teng Keng Vang, Miami University; MAGS 3MT Committee Chair, Nicole Lounsbery, South Dakota State University

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Future MAGS and CGS Meetings

MAGS Annual Meeting 2022	MAGS Annual Meeting 2023	CGS Annual Meeting
Thanks for attending the MAGS 78th Annual Meeting at the St. Kate Arts Hotel Milwaukee, WI April 6-8, 2022 Meeting archive has been posted below.	**Make your plans now for the 79th MAGS Annual Meeting:** "Great Expectations: Graduate Education in a Changing World" will be held at the Doubletree by Hilton Hotel Chicago – Magnificent Mile Chicago, IL March 29-31, 2023 Please see our partner page at uwlax.edu/mags/ to learn more about the venue, registration, and program.	**Upcoming CGS Meetings**

Past MAGS Meetings

Year	Location	Topic
2022	Milwaukee	"Student-Centered Graduate Education: Emerging Pathways for Student Success." Download the meeting archive.
2021	Virtual	"Rising to the Challenge: Strengthening Graduate Education During Uncertain Times." Download meeting archive.
2020	Milwaukee	Cancelled due to the coronavirus pandemic. Milwaukee meeting was rescheduled to 2022, and MAGS 2020 continued as a Fall 2020 Virtual Conference.
2019	St. Louis	"Changing Times: Challenges and Innovation in Graduate Education" Download Meeting Archive
2018	Grand Rapids	"Stronger Together: Collaborations across a university community that support and strengthen graduate education" Download Meeting Archive
2017	Indianapolis	"The Midwestern Advantage" Download Meeting Archive
2016	Chicago	"Graduate Education Pathways" Download Meeting Archive
2015	St. Louis	"Graduate Education for the 21st Century" Download Meeting Archive
2014	Chicago	"Transcending Local to Global: Trends in Graduate Education" Download Meeting Agenda

Year	Location	Topic
2013	Minneapolis	"The Graduate School in the Innovative University" Download Meeting Agenda
2012	Chicago	"Transforming Graduate Education: Students and Institutions" Download Meeting Agenda
2011	Milwaukee	"Creating Strategic Partnerships and Alliances to Advance Graduate Education " Download Meeting Agenda
2010	Cincinnati	"Competitiveness and Graduate Education in the Global Knowledge-Based Economy" Download Meeting Agenda
2009	Kansas City	"Transitions in Graduate Education: Leading Through Change" Download Meeting Agenda
2008	St. Louis	"Great Expectations: Managing the Graduate School's Roles and Responsibilities"
2007	Indianapolis	"The Future of the Graduate School"
2006	Chicago	"Meeting the Needs of Graduate Students"
2005	Kansas City	"The Service Oriented Graduate School"
2004	St. Louis	"Back to the Basics: Why Graduate Education"
2003	Minneapolis	"Show Me the Money: Funding Graduate Education"
2002	Chicago	"Avoiding Attrition"
2001	St. Louis	"Ethical Challenges for Graduate Education"

Proceedings from past Annual Meetings