

ALTERNATIVES TO THE ACADEMY, OR THE ACADEMY AS ALTERNATIVE?

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1. PLACEMENT AND PREFERENCE DATA

CAMPUS DOCTORAL FIRST PLACEMENTS BY SECTOR 2006-2008

College	4 Year Institution	Other Sectors		Government or NGO	Private Sector	Secondary or CC	Other	N
Agriculture	55%	45%		27%	11%	0%	8%	64
Arts & Humanities	67%	33%		7%	7%	8%	11%	229
Behavioral & Social Sciences	54%	46%		25%	13%	0%	8%	232
Mathematics & Nat. Sciences	53%	47%		25%	17%	1%	4%	378
Engineering	32%	68%		17%	49%	0%	2%	241
Other	60%	40%		13%	7%	12%	9%	539
Campus	54%	46%		18%	16%	5%	7%	1,683

CMNS DOCTORAL FIRST PLACEMENTS BY SECTOR 2006-2008

Department	4 Year Institution	Other Sectors		Government or NGO	Private Sector	Secondary or CC	Other	N
Astronomy	47%	53%		47%	7%	0%	0%	15
Computer Science	36%	64%		7%	53%	0%	4%	73
Geology	50%	50%		25%	0%	0%	25%	4
Mathematics	68%	32%		12%	19%	0%	2%	59
Atmospheric and Oceanic	59%	41%		35%	6%	0%	0%	17
Chemical Physics	60%	40%		20%	10%	0%	10%	10
Physics	62%	38%		23%	7%	2%	7%	60
Chemistry & Biochemistry	46%	54%		43%	9%	0%	3%	35
Entomology	83%	17%		17%	0%	0%	0%	6
Biological Sciences	51%	49%		35%	5%	3%	7%	106

ARHU DOCTORAL FIRST PLACEMENTS BY SECTOR 2006-2008

Department	4 Year Institution	Other Sectors		Government or NGO	Private Sector	Secondary or CC	Other	N
American Studies	67%	33%		11%	0%	17%	6%	18
Art History	72%	28%		22%	6%	0%	0%	18
Communication	100%	0%		0%	0%	0%	0%	14
English	74%	26%		0%	4%	22%	0%	27
History	72%	28%		11%	0%	6%	11%	18
Linguistics	94%	6%		0%	6%	0%	0%	16
Philosophy	92%	8%		0%	0%	0%	8%	13
Women's Studies	86%	14%		0%	0%	14%	0%	7
Music	34%	66%		10%	16%	8%	31%	61
Theatre & Performance	71%	29%		0%	14%	0%	14%	7

DOCTORAL STUDENT CAREER ASPIRATIONS 2009

What is your primary career goal?	Campus	Computer, Mathematics & Natural Sciences	Arts & Humanities
TTk faculty position at doctoral degree granting institution	40%	38%	53%
Research-oriented non-TTk position (e.g., industry, government, higher education)	30%	44%	10%
TTk faculty position at non-doctoral degree granting institution or non-TTk faculty/instructional position	16%	11%	33%
Applied practice or higher education administration position	14%	7%	4%

2. TRIUMPH PROJECT IN BIOSCIENCES

EXIGENCE

+ Challenges

- × Trainees face difficulty launching academic careers in biosciences.
- × Trainees seek alternative career options using scientific training but not in academic laboratories doing discovery science.
- × Mentors encourage academic careers and discourage alternatives.
- × Academy must prepare trainees and mentors for new landscape.

+ Opportunities

- × Educate students/postdocs about alternative career opportunities and help them develop workplace skills.
- × Educate faculty about these opportunities and help them develop relevant mentorship skills.

TRIUMPH PROGRAM

+ Goals

- × Education and preparation of trainees in biosciences for alternative careers.
- × Development of a program replicable in other institutions and disciplines.

+ Audience

- × 600 PhD students and 300 postdocs in biosciences at UMD.
- × 41% (2011) and 51% (2013) aspire to non-academic bioscience-related careers.
- × (Only 28% of past postdocs reported by Dept. of Biology in TTK positions.)

+ Plan

- × TriUMph Part I: Education
- × TriUMph Part II: Education, Mentorship, Experience
- × TriUMph Part III: Assessment

PROGRAM STRUCTURE

+ Part I: Education

- × Monthly symposia open to all students, postdocs, faculty.
- × Meetings with first group of TriUMph Fellows to shape program.

+ Part II Education, Mentoring, Experience

- × Competitive selection of 15-20 TriUMph Fellows annually.
- × Retreat for program overview and design and team building.
- × Monthly programs with internal and external presenters.
- × Monthly team meetings of Fellows and mentors.
- × Participation of Fellows in “externships.”
- × Concluding campus symposium featuring Fellows.

+ Assessment (A-TriUMph)

- × Internal team designs and executes ongoing outcomes assessment.
- × External advisors review assessment processes and results semi-annually.

PROGRAM OBJECTIVES

+ Enhance Student Success

- × Create holistic program for education and preparation of students.
- × Provide training in skills not normally included in biosciences PhD curricula.

+ Recruit and Retain Students

- × Market program to attract new students to UMD.
- × Use program to show potential degree “drop-outs” added value in completion.
- × Use program to leverage proximity to NIH, NIST, and over 300 biotechnology companies.

+ Enhance Faculty Mentoring

- × Help faculty to improve attitude, knowledge, and skills in mentoring for alternative careers.

+ Create Transferable Model

- × Develop TriUMph as a model for other institutions and STEM and non-STEM disciplines.

3. A HUMANITIES POSTDOCTORAL OPTION

DEFINITIONS AND EXPECTATIONS

- + Mellon Postdoctoral Fellowships in the Humanities
 - × Primarily an award to pursue independent scholarly research combined with limited and closely related teaching activity.
- + Modified NIH/NSF Definition of Postdoctoral Trainee
 - × *An individual who has received a doctoral degree (or equivalent) and is engaged in a temporary and defined period of mentored advanced training to enhance the professional skills and ~~research independence~~ **scholarly and pedagogical or administrative independence** needed to pursue his or her chosen career path.*

POSTDOCTORAL ASSOCIATES IN GS

+ Candidates

- × Recent PhD graduates in humanities or social sciences.
- × Individuals who want careers in higher education or related administration.
- × Individuals who want to be informed members of professoriate.

+ Positions

- × Stipends of \$45k, benefits, professional mentoring, time for research
- × Training and duties:
 - × Responsibility for large, academically related projects.
 - × Responsibility for campus wide academic events for graduate students.
 - × Mentoring from dean, associate deans, and administrative staff.
 - × Monitored administrative and supervisory responsibilities.
 - × Training in preparation and submission of grant applications.

POSTDOCTORAL ASSOCIATE PROJECTS

+ Grad PRO: Procedure and Responsibility Overview

- × E-handbook on operations and procedures for DGSs and CGSs.
- × Intuitively organized, indexed to GS policies, internal search engine.
- × Video tutorials for common procedures and cheat sheets for common forms.

+ Preparing URM Students at USG for Graduate Education

- × Six-week program with dual weekly workshops about benefits and particulars of graduate and professional studies—soup to nuts menu.
- × Targeted to URM students enrolled at USM consortium at USG.
- × Competitive entrance and incentives for completion, including application fee waiver at USM schools.

OBJECTIVES AND OUTCOMES

+ Objectives

- × Provide postdoctoral opportunities for non-STEM students.
- × Provide leadership and administrative experience relevant to positions in higher education or other sectors.
- × Prepare Associates for professional placement.

+ Outcomes

- × Director, DC Branch of Posse Foundation
- × Policy Analyst, American Association of Universities (AAU)
- × Assistant Director of Admissions, Harvard GS of Education
- × Postdoctoral Fellowship in English, Rutgers University
- × Continuing Postdoctoral Associate—Developing Campus Wide Graduate Student Writing Initiatives

QUESTIONS AND COMMENTS
