



**Day 3**

**COR Summer Meeting**

**June 26-28, 2023**

Welcome, today's session will start shortly.

Scan your name badge QR code for the Agenda

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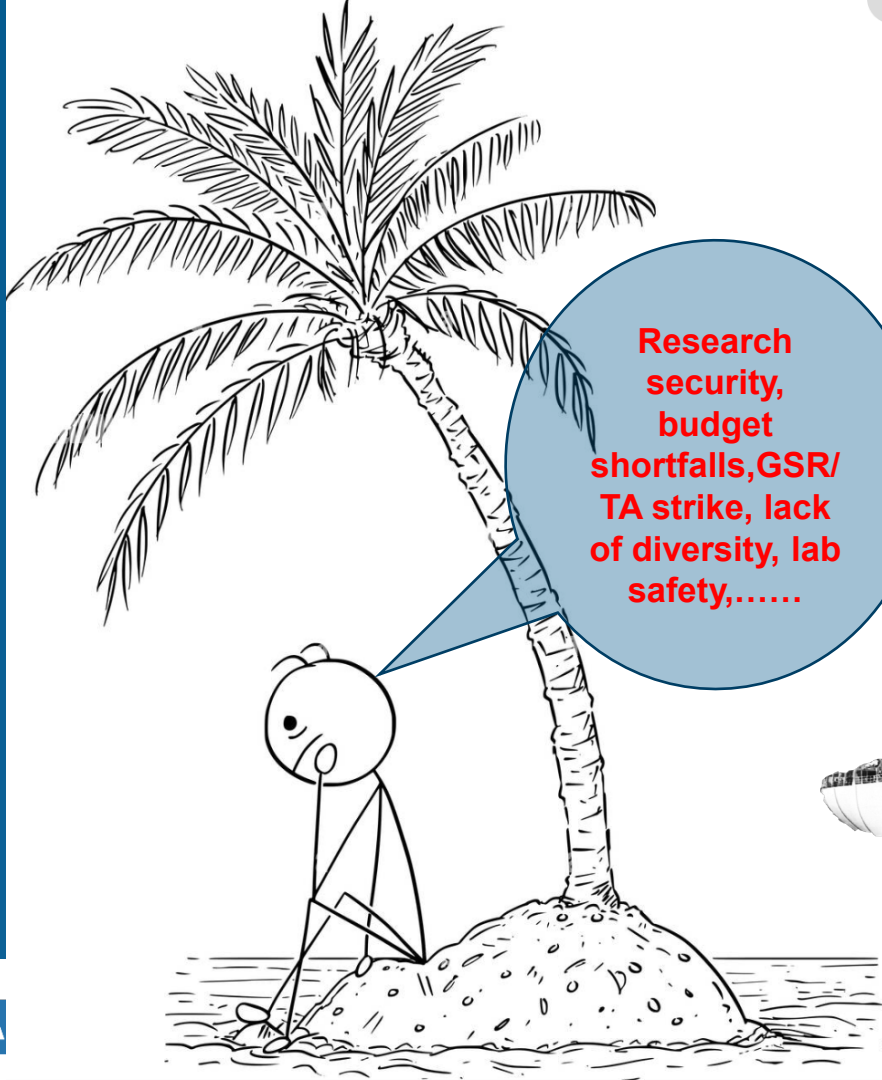
UNIVERSITY OF  
CALGARY



# COR Mentorship: “You are not alone on an island!”

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- **Irem Tumer** (Moderator), Vice President for Research, Oregon State University
- **Susan Martinis**, Vice Chancellor for Research & Innovation, University of Illinois Urbana-Champaign
- **Marian McCord**, Senior Vice Provost for Research, Economic Engagement and Outreach, University of New Hampshire
- **Roger Wakimoto**, Vice Chancellor for Research, University of California – Los Angeles
- **Joseph Whittaker**, Vice President for Research and Economic Development/Associate Provost, Jackson State University



**Research  
security,  
budget  
shortfalls, GSR/  
TA strike, lack  
of diversity, lab  
safety,.....**

**“No SRO is an  
island”**

**The APLU COR  
Mentoring Program**



# COR Mentorship: “You are not alone on an island!”

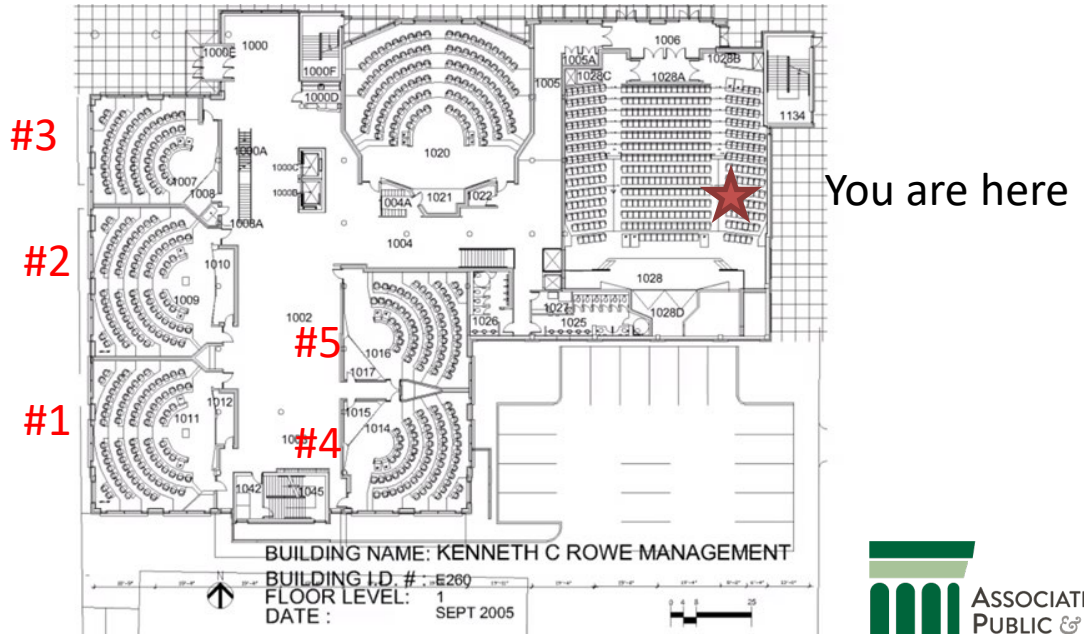
- Move to rooms for breakout sessions
- Facilitators: Irem, Joe, Marian, Roger, Susan
- Assign note taking/reporting role to someone in each subgroup
- Each breakout session to be split into subgroups to answer 4 questions:
  1. How does the pairing of mentor/mentee?
  2. Would there be any structure to the mentoring program?
  3. For the mentoring program to be successful, what would you want to get out of it and how do we make sure it's not a waste of everyone's time?
  4. How would we know if a mentoring program is effective?
- Share input with Kevin Cooke [kcooke@aplu.org](mailto:kcooke@aplu.org)

# COR Mentorship: “You are not alone on an island!”

Use a Google searchbar, and type in “**1d6**” and hit enter to be randomly assigned to a breakout room. (Works on mobile or laptop)

## Breakout rooms:

1. Room #1011
2. Room #1009
3. Room #1007
4. Room #1014
5. Room #1016
6. Your choice

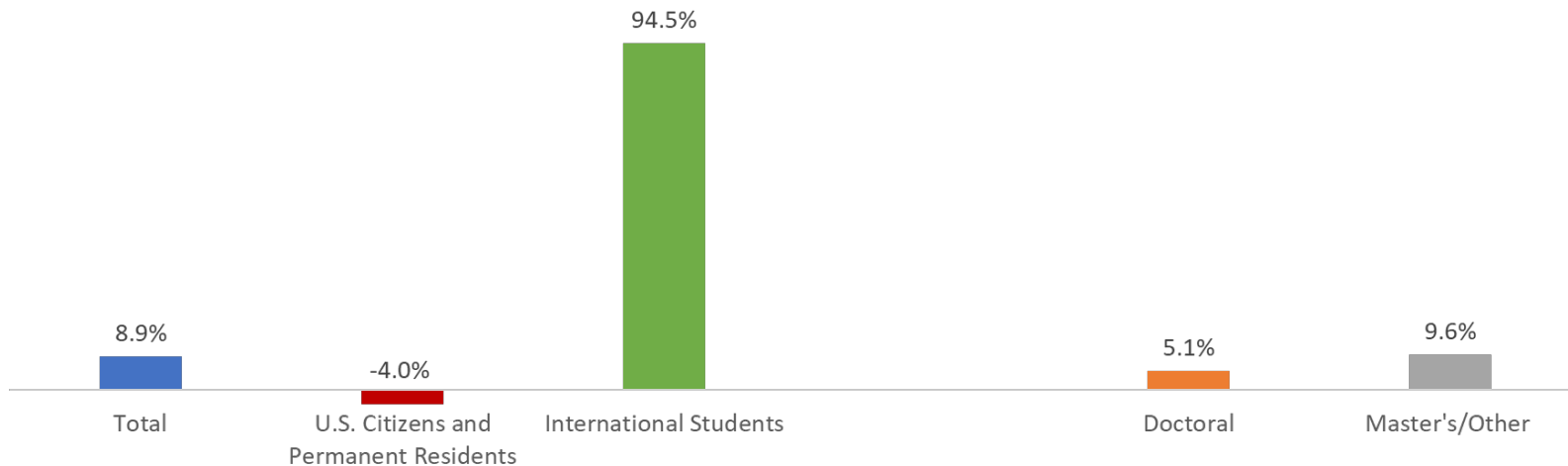


# Improving Grad Student and Post-doc Experiences: Training, Relationships and Mentoring, and Costs

- **Roger Wakimoto** (Moderator), Vice Chancellor for Research, University of California - Los Angeles
- **Gerald (Jerry) Blazey**, Vice President of Research, Northern Illinois University
- **Shirley Malcom**, AAAS, Senior Advisor and Director, SEA Change
- **Susan McDowell**, Vice President for Research and Innovation, Miami University
- **Suzanne Ortega**, President, Council of Graduate Schools
- **Kathy Yelick**, Vice Chancellor of Research, University of California, Berkeley

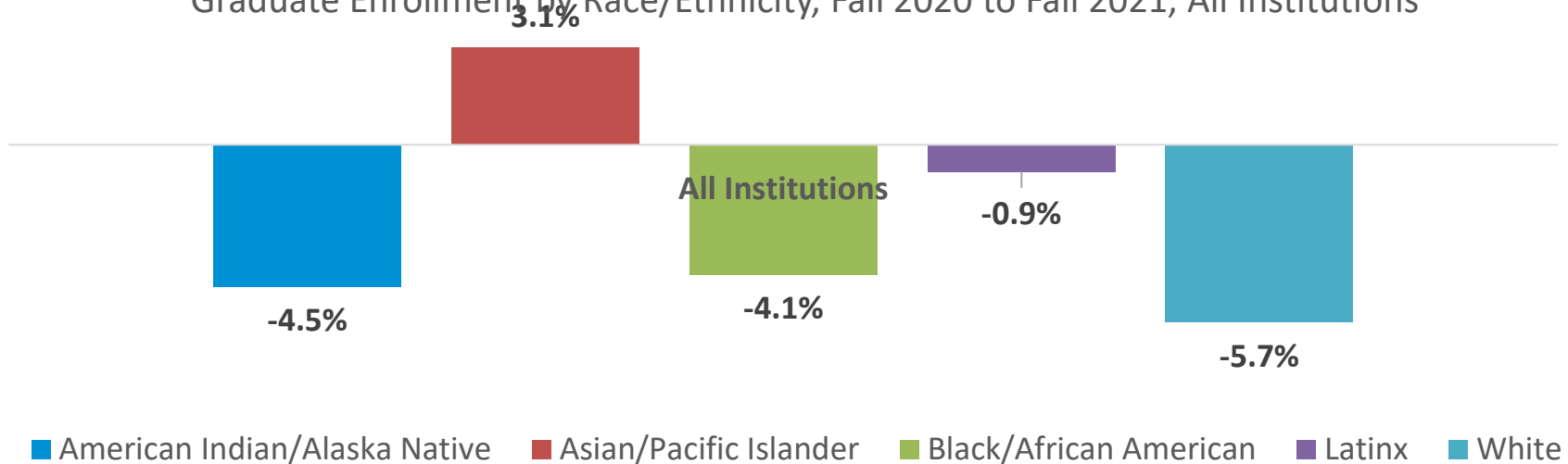
# The increase of first-time graduate enrollment is driven by the growth in international students.

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

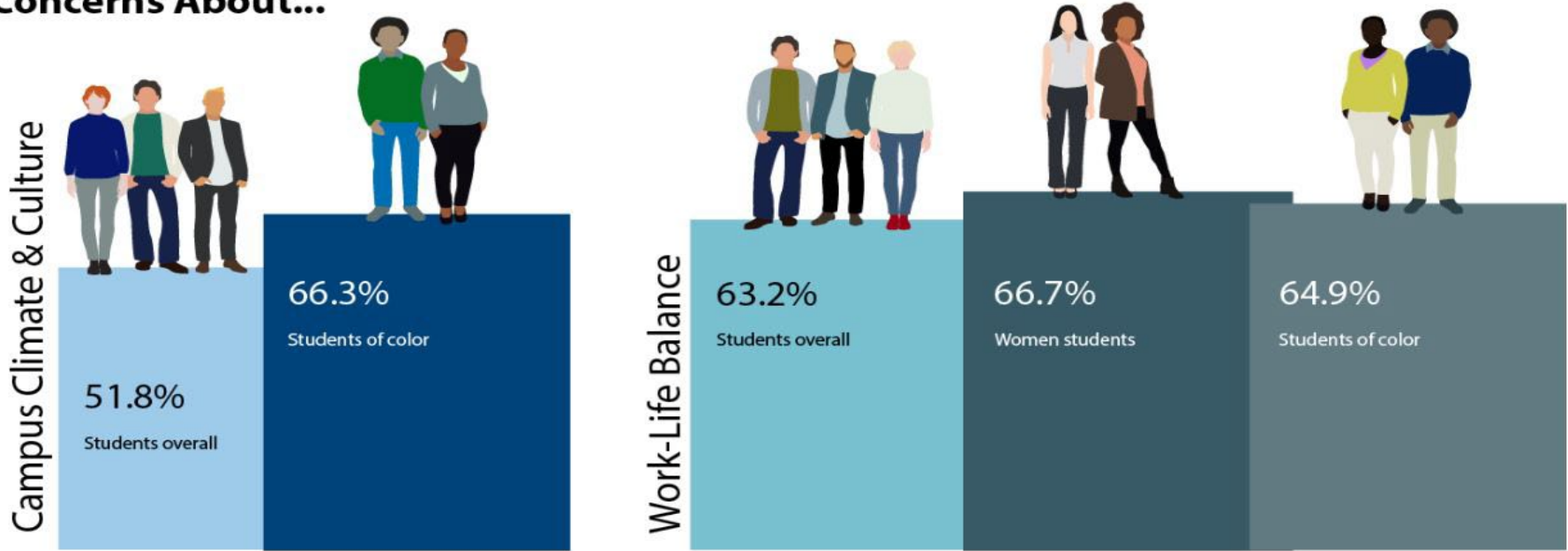


# Graduate schools decreased first-time enrollment of U.S. domestic URM students between Fall 2020 & Fall 2021.

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



## Since the COVID-19 Pandemic, More Prospective Students Express Concerns About...



Data Source: NAGAP, The Association for Graduate Enrollment Management & Council of Graduate Schools, Survey of Graduate Enrollment Management Professionals, Fall 2020, Data Table 2.

# Career Pathway Resources



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

CGS Research in Brief, October 2018  
By Hiroano Okamoto & Timothy Kirovitch

The vast majority of humanities PhDs still view themselves as well as their doctoral education and are satisfied with their jobs. According to the National Survey of Doctoral Degree Recipients, 79% of humanities PhDs that are employed or PhDs, Fulltime who are employed feel that their doctoral education prepared them for their jobs. However, 20% of humanities PhDs are employed but their satisfaction level is lower than training. Moreover, Graduate School students, this brief

**Key Findings:**

- A large majority of survey respondents believe that their doctoral education prepared them for their jobs.



## Closing Gaps in our Knowledge of PhD Career Pathways: Preparing Future Faculty for All Types of Colleges and Universities

CGS Research in Brief, December 2018  
By Hiroano Okamoto & Timothy Kirovitch

According to the National Science Foundation's 2007 National Survey of College Graduates, 48% of doctoral degree holders employed in 2015 worked for colleges and universities to some extent. For every faculty of the PhDs employed by colleges and universities, teaching is their primary or secondary work activity. In fact, 43.4% of the postsecondary teaching workforce, including those employed at community colleges, hold a doctoral degree (U.S. Bureau of Labor Statistics, 2018).

**Key Findings:**

- The vast majority of PhDs in this study who worked in non-research university settings teaching at two-year colleges.

They prefer to teach at two-year colleges. They are more likely to work at two-year colleges than at four-year colleges. They are more likely to work at two-year colleges than at four-year colleges. They are more likely to work at two-year colleges than at four-year colleges.

**Key Findings:**

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Among those who received their PhDs in STEM fields, they all believe in English that they would continue to work outside of the academy that their PhD education prepared them for. However, those who received their PhDs in non-STEM fields are more likely to continue to work in the academy.

**Table 1. Mean Response to "I received my PhD well prepared for my job" by the type of institution where you work**

Institution Type	Agree		Disagree	
	n	%	n	%
Two-year college	174	88%	26	12%
Four-year college	111	80%	28	20%
Non-profit	11	100%	0	0%
Government	11	100%	0	0%
Research university	11	100%	0	0%
Non-research university	11	100%	0	0%

Other data source: National Survey of Doctoral Degree Recipients (2015)



## Closing Gaps in Our Knowledge of PhD Career Pathways: Job Changes of PhD Graduates After Earning Their Degree

CGS Research in Brief, July 2019  
By Hiroano Okamoto

While only 11% of those who received their PhDs in STEM fields reported that their education prepared them well for their jobs, 88% of those who received their PhDs in non-STEM fields reported that their education prepared them well for their jobs. However, there are some differences between those employed in research and non-research settings.

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## PhD Professional Development: Value, Timing, and Participation

CGS Research in Brief, January 2021  
Natalie Ray Mitts & Hiroano Okamoto

Professional development (PD) opportunities during PhD studies can be an important component of a graduate student's training. However, many students do not take advantage of these opportunities.

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## Shaping New Narratives about PhD Careers: A Communications Resource to Advocate for Career Diversity

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## Academic Professional Development for PhD Students in Selected Science Fields: Who is Participating?

CGS Research in Brief, October 2022  
By Ariana L. Garcia

Introduction

During PhD study, preparing for future careers and professional development opportunities in academic fields focuses on skills related to various other PhD disciplines.



## How well did prior postdoctoral appointments prepare PhDs for their careers? Length, value, and skills of postdoctoral experience

CGS Research in Brief, June 2022  
By Enyu Zhou

Introduction

Among recent PhD recipients who work in faculty positions, many had prior postdoctoral experiences. Although postdoctoral experience is valued, it is not clear how well it prepares students for their careers.

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## Insights into First-Generation Doctoral Students

CGS Research in Brief, March 2022  
By Robyn Ray Holt



## Insights into First-Generation Doctoral Students

Introduction

First-generation doctoral students, defined as those who are the first of their generation to be the first to complete a Bachelor's degree and pursue a doctoral degree, are an under-represented part of the student population. While about one-third of doctoral students are first generation (Shuler et al., 2002), National Science Foundation, 2015, only about three percent of first-generation undergraduate science doctoral students (Shuler et al., 2017). As a result, much of the research and discussion of first-generation students has focused on underrepresented, but first-generation, graduate students who have persisted in postsecondary education also bring with them unique strengths and resilience. Graduate schools and programs need to identify and consider the needs of this diverse student population at a time when a doctoral degree has become the key to positions in academia as well as business, nonprofits, and government. To aid and transform campus conversations, using data from the Council of Graduate Schools' Understanding Career Pathways for Program Improvement project, this brief provides insights into the career concerns of first-generation doctoral students.



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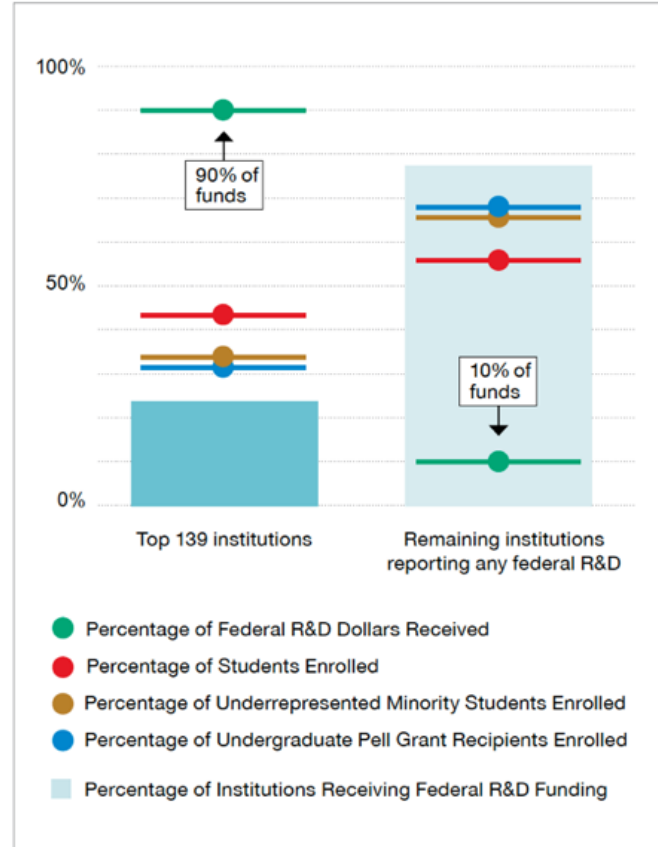
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<https://issues.org/emerging-research-institutions-quider-blazey/>

Figure 1: SCHOOLS THAT RECEIVE THE BULK OF R&D FUNDS DO NOT SERVE THE BULK OF STUDENTS



# Resources

- <https://www.nature.com/articles/d41586-023-01708-4>
- <https://www.science.org/doi/10.1126/science.adh0336>
- <https://www.science.org/content/article/nih-working-group-calls-fewer-better-paid-postdocs>
- <https://issues.org/emerging-research-institutions-quider-blazey/>
- <https://www.timeshighereducation.com/news/nobelists-divided-over-sink-or-swim-mentorship-science>
- <https://www.acs.org/content/dam/acsorg/about/governance/acs-commission-on-graduate-education-summary-report.pdf>

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NEWS FEATURE | 23 May 2023

## A mental-health crisis is gripping science — toxic research culture is to blame

rates of anxiety and depression, calls are growing to force it's too late.

SCIENCEBIDER | SCIENTIFIC COMMUNITY

## NIH working group calls for fewer—but better paid—postdocs

At interim meeting, panel suggests capping length of position, raising pay and benefits

12 JUN 2023 • 12:35 PM • BY KATIE LANGIN



### EDITORIAL

## Students and postdocs deserve more

A slow-motion crisis is underway among graduate students and postdocs in the United States who comprise today's indispensable research and teaching workforce and tomorrow's scientific leaders. Low pay, lack of benefits, and sometimes toxic research environments have persisted for years. Frustrated graduate students, postdocs, and nontenured faculty are protesting and pursuing unionization to address worsening conditions. A few senior leaders are starting to recognize that today's research environment is much more challenging than that of their septa-tinted memories. In response, some universities have offered salary and benefits relief. Unionization and overdue adjustments are incomplete and temporary responses to deeply embedded problems—with long-term implications that everyone may regret. So where do solutions lie?

For the past 70 years, universities in the United States have supported fundamental research, operating under the premise that research and education should be integrated. How that integration is carried out must be reformed because over the course of seven decades, the research ecosystem has been optimized to flawed incentives.

In the current system, a student or scholar will “apprentice” to a more

the value they bring to the enterprise. As it is, the federal government does not pay the full cost of research. University presidents and provosts are rewarded for securing shiny new buildings and research centers while squeezing the most work possible out of trainees and contingent faculty. It is hard to expect money to come from inside this broken system to supplement low salaries and stipends.

Compounding the financial obstacles, graduate students and postdocs need more skills and knowledge than ever, often leading to longer preparation times before they are viewed as “independent” and capable of striking out on their own. Their careers are in the hands of one or two senior scientists whose incentives

“...many must leave academia for a salary sufficient to support their own families.”

generally are to produce the most possible research rather than the best experience and prospects for their students.

To survive this prolonged apprenticeship, many students must take out loans for living expenses, disproportionately discouraging students of color and those from low-income households. Without a safety net, many must leave academia for a salary sufficient to support their own families. Careers outside academia are valuable and rewarding, but society also needs a diverse and talented academy.

**Shirley M. Malcom** is a senior advisor and director of the STEM Equity Achievement (SEA) Change program at the American Association for the Advancement of Science (AAAS, the publisher of *Science*), Washington, DC, USA. [smalcom@aaas.org](mailto:smalcom@aaas.org)

**Sudip Parikh** is the chief executive officer of AAAS and executive publisher of the *Science* journals. [sparikh@aaas.org](mailto:sparikh@aaas.org)

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#2638174**

ⓘ Start presenting to display the joining instructions on this slide.

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**Do recent events related to graduate and post-doctoral education suggest an incremental change in our research and creative activities enterprise or will they result in a fundamental/large-scale change?**

ⓘ Start presenting to display the poll results on this slide.

**slido**



**Is the balance between Research Assistantships (funding a project) and Fellowships/Traineeships (funding the student) correct ?**

ⓘ Start presenting to display the poll results on this slide.

**slido**



**In light of flat budgets, do you think award sizes should increase even if it means fewer awards?**

ⓘ Start presenting to display the poll results on this slide.

slido



**What is the one thing you would change to improve graduate education?**

ⓘ Start presenting to display the poll results on this slide.

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## Audience Q&A Session

① Start presenting to display the audience questions on this slide.

# Look forward to the 2023 APLU Annual Meeting!





**Thank you  
for attending!**