Day 3
COR Summer Meeting
June 26-28, 2023

Welcome, today’s session will start shortly.
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COR Mentorship: “You are not alone on an island!”

- **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
“No SRO is an island”

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

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
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

Data Source: Council of Graduate Schools/Graduate Record Examination, Survey of Graduate Enrollment & Degrees (GE&D Survey), 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

- American Indian/Alaska Native: -4.5%
- Asian/Pacific Islander: -4.1%
- Black/African American: -5.7%
- Latinx: -0.9%
- White: 3.1%

Data Source: Council of Graduate Schools/Graduate Record Examination, Survey of Graduate Enrollment & Degrees (GE&D Survey), Fall 2021.
Since the COVID-19 Pandemic, More Prospective Students Express Concerns About...

- **Campus Climate & Culture**
  - Students overall: 51.8%
  - Students of color: 66.3%

- **Work-Life Balance**
  - Students overall: 63.2%
  - Women students: 66.7%
  - Students of color: 64.9%

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?

Career Pathway Resources

Grant# 1661272
Grant# 2000750

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

Closing Gaps in our Knowledge of PhD Career Pathways: Train Degree Recipients for Their Careers?

PhD Professional Development: Value, Timings, and Participation

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

Insights into First-Generation Doctoral Students

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

Career Pathway Resources

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Key Findings:

- A large number of factors, including factors that may make PhD preparation inappropriate to the needs of humanities PhDs, are associated with the faculty transition and the ability to take advantage of these gaps.

- Humanities PhDs are less likely to have doctoral degrees in STEM or technology fields, which may contribute to the faculty transition gap.

- Humanities PhDs may benefit from professional development programs that focus on creating opportunities for them to transition into faculty roles.

PhD Professional Development: Value, Timings, and Participation

Key Findings:

- PhD professional development programs that focus on value, timing, and participation can be effective in supporting PhD students as they transition into different career paths.

- Programs that provide opportunities for networking and professional development can be particularly valuable for PhD students as they explore career options.

- PhD professional development programs that focus on value, timing, and participation can be effective in supporting PhD students as they transition into different career paths.

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

Key Findings:

- Shaping new narratives about PhD careers can help to address the lack of diversity in PhD programs and in the workforce.

- Communications resources that advocate for career diversity can help to highlight the value of PhD education and the diverse career opportunities that are available to PhD graduates.

- Shaping new narratives about PhD careers can help to address the lack of diversity in PhD programs and in the workforce.

Insights into First-Generation Doctoral Students

Key Findings:

- First-generation doctoral students often face unique challenges that can impact their ability to succeed in PhD programs.

- Programs and resources that support first-generation doctoral students can be effective in helping them to navigate these challenges.

- First-generation doctoral students often face unique challenges that can impact their ability to succeed in PhD programs.

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

Key Findings:

- Academic professional development programs for PhD students in selected science fields can be effective in supporting their career development.

- Programs that focus on value, timing, and participation can be particularly valuable for PhD students in science fields.

- Academic professional development programs for PhD students in selected science fields can be effective in supporting their career development.

Career Pathway Resources

Grant# 1661272
Grant# 2000750

Key Findings:

- Career pathway resources can be effective in supporting PhD students as they transition into different career paths.

- Programs and resources that support PhD students in career transitions can be particularly valuable for PhD students in humanities fields.

- Career pathway resources can be effective in supporting PhD students as they transition into different career paths.
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
Join at slido.com
#2638174

Start presenting to display the joining instructions on this slide.
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?
Is the balance between Research Assistantships (funding a project) and Fellowships/Traineeships (funding the student) correct?
In light of flat budgets, do you think award sizes should increase even if it means fewer awards?
What is the one thing you would change to improve graduate education?
Audience Q&A Session

Start presenting to display the audience questions on this slide.
Look forward to the 2023 APLU Annual Meeting!
Thank you for attending!