ENVISIONING THE FUTURE OF GRADUATE EDUCATION

Overview: Toward the future

- Current progress on Graduate Education Reform
- Employment factors
- Preparation for careers
- Economic factors
- Programmatic/Institutional changes needed
UI Strategic Plan 2010-2016

Graduate Student Success:

• Support curricular innovations that promote quality & timely degree completion
• Align program enrollments, resources, & market demand for graduates
• Link funding sources to program quality, centrality & student success
• Strengthen graduate education through realignments to promote intellectual synergies & ensure critical mass for quality & sustainability
• Enhance career advising and improve placement in academic & nonacademic environments
Graduate Education Task Force 2010

• Full Report--
  http://provost.uiowa.edu/strategic-initiative-task-force-graduate-education-selective-excellence

• Many recommendations have been addressed

• Since 2009 > 60 program actions – terminations, restructuring, name changes, new programs
Graduate Education Task Force 2010 (cont.)

• Some recommendations still “active”
  – Proposed restructuring of biological science programs
  – Continue to emphasize success of diverse student body
  – Promote & support interdisciplinary programs
  – Coordination of resources to promote student success & employment opportunities
# Current PhD Information
(entered 2001-05; completed 2007-11)

<table>
<thead>
<tr>
<th>Discipline (# of degree programs)</th>
<th>PhD Enrollment</th>
<th>Completion Rate</th>
<th>Median TTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts/Humanities (16)</td>
<td>451</td>
<td>52%</td>
<td>6.0</td>
</tr>
<tr>
<td>Biological/Biomedical Sciences (15)</td>
<td>412</td>
<td>62%</td>
<td>5.3</td>
</tr>
<tr>
<td>Health Sciences (12)</td>
<td>220</td>
<td>64%</td>
<td>5.2</td>
</tr>
<tr>
<td>Engineering (6)</td>
<td>224</td>
<td>65%</td>
<td>5.0</td>
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<tr>
<td>Math/Physical Sciences (7)</td>
<td>399</td>
<td>49%</td>
<td>6.0</td>
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<tr>
<td>Social Sciences (10)</td>
<td>236</td>
<td>46%</td>
<td>5.9</td>
</tr>
<tr>
<td>Business (6)</td>
<td>88</td>
<td>67%</td>
<td>5.4</td>
</tr>
<tr>
<td>Education (4)</td>
<td>342</td>
<td>53%</td>
<td>5.2</td>
</tr>
<tr>
<td>All disciplines (76)</td>
<td>2372</td>
<td>57%</td>
<td>5.3</td>
</tr>
</tbody>
</table>

**Key Points:**
- Median TTD for 7 programs > 7.0 years
- 1/3 of programs with a completion rate of > 67%
- 1/4 of programs with a completion rate of <50%
Tenure Track: Initial Placement
2007-08 through 2011-12
Other Academic: Initial Placement
(postdoc and non-tenure track)
2007-08 through 2011-12

- Arts/Humanities (399)
- Business (75)
- Education (244)
- Social Sciences (157)
- Biological/Biomedical (317)
- Engineering (191)
- Life/Health Sciences (244)
- Math/Physical Sciences (249)
Non-academic: Initial Placement
(includes government, non-profit, industry & business)
2007-08 through 2011-12
The PhD Bust

Truth in Advertising

– Doctoral degree recipients: shortage or surplus?
– PhD is *not* direct entry to “stable” faculty career
– Length of post-PhD positions increasing
– Skills in graduate school applicable to workforce needs?
Career Targets of Doctoral Recipients

• Academic Tenure Track & Non-tenure Track Careers
  – Are these goals feasible without change?
• Alternatives to Academic Tracks – “Alt-Ac”
  – Advising?
  – Skills & Preparation?
• Career Services to Graduate Students
  – UI Doctoral Exit Survey
  – CGS/ETS Effort: “Pathways from Graduate School into Careers”
Need for Career Services

• UI Strategic Plan 2011-2016 calls for enhanced career planning
• UI doctoral student exit surveys indicate interest & need
• Most faculty, departments, & colleges not positioned to provide assistance/direction
• UI Career Services serves undergraduates
• How to support graduate career services?
  – Graduate College
Graduate Education Reform

• Revisit program viability in relation to applicant pool, TTD, percent completion, employment opportunities
• Program requirements a good place to start reform
  – Address TTD, reduce attrition, better preparation for non-academic jobs
• Function of the dissertation related to future scholarly communication?
  – No longer a one-size-fits-all model
  – Relate the work of doctoral students to the broader public
  – Misses the new-media culture & digital humanities
• 21st century model of student services
  – Establish comprehensive set of opportunities/experiences
  – Promote success in “new” post-PhD environment
Graduate Education Reform (cont.)

• Data suggest that job market for many scientific fields is also difficult
• Data indicate postdoc positions are becoming the norm
• Postdoc position: training & development or “transitional” research staff
Graduate Education Reform (cont.)

• Some private universities have developed plans to reform graduate education
• Prepare fewer, better supported doctorates with skills to pursue a multitude of employment opportunities
• Develop student-centric model to promote student success in the workforce

→ UI Graduate Student Success
EXPLORE THE SUCCESS MAP

ACADEMIC DECISIONS
- How do I fund grad school?
- Do I need IRB approval?
- Is this program a good fit?
- How do I prepare for grad school?
- What are the deadlines?
- How do I create my plan of study?
- How do I prepare for comps?
- How do I select a committee?
- How do I write my proposal?
- What happens at a proposal defense?
- How do I ensure adequate progress?
- What if my research stalls?
- What if I change advisors?

ACADEMIC REQUIREMENTS
- Before
- Start
- Pre-comp
- Post-comp
- The Diss
- What are PhD career options in my field?
- Where do I get writing help?
- How do I network outside the UI?
- How do I maintain momentum?
- How do I apply for funding?
- What's typical work/life balance?
- How's my research & writing plan?
- What's my career options?
- How do I network within my program?
- How do I add non-academic skills?
- How do I improve my teaching?
- How do I manage stress?
- What are my career options?
- How do I run my job search?
Recent trends in graduate applications & admissions

At UI: Fall 2012 → 2013
- Applications: -2.6% (-200)
- Admits: -25% (-350)
- Selectivity: 18% → 14%
- Enrollment: 5,033 → 4,743 (-290, -5.8%)
Financial Support for Graduate Students

~ 3,000 terminal master’s & doctoral students
76 doctoral & 11 MFA programs

• Teaching Assistantships
• Research Assistantships
• Graduate College
  – Competitive Fellowships
  – Strategic Initiative Funds
    • Competitive by degree programs
    • Non-competitive (bridging/emergency; grant match)
• External Fellowships
• Private Fund Raising
Graduate College Resource Allocation (FY 13)

Competitive Fellowships
- Presidential 20 new/yr ................................................................. $ 2.3M
- Dean’s URM 20 new/yr ................................................................. $ 1.4M
- Iowa Arts/Performance 20 new/yr ............................................... $ 0.8M
- Summer Fellowships (136) ......................................................... $ 0.3M
- Ballard-Seashore Dissertation (31) ............................................. $ 0.6M
- Cleary Int’l Research (~10) ......................................................... $ 0.12M
- WW Capote (5 new/yr) ............................................................... $ 0.08M
- Travel Fellowships (~100/yr) ..................................................... $ 0.08M
- Misc. Fellowships (diversity, Fulbright, etc.) .............................. $ 0.50M
- Tuition Scholarship (COGS) ....................................................... $ 9.2M

$ 15.4M

Strategic Initiative Fund
- Competitive (30 degree programs) .............................................. $ 1.3M
- Non-competitive (emergency, grant matches, etc ~40) .............. $ 1.1M
- GC interdisciplinary programs (8) ............................................. $ 1.6M

$ 4.0M
Role of GAs on Campus

Teaching

- Costs: AY13-14
  ~ $30,000
  (50% appt)

- Department/College budgets

- Re-examine role of GAs in teaching

GAs

Research/Scholarship

- Costs: AY13-14
  ~ $40,000
  (50% appt)

- Department/College budgets

- Extramural budgets

- Federal Restrictions
Ramifications

How should programs, colleges & the University adapt to new challenges?

• Focus on development of doctoral student
• Strategic allocation of resources
• Consider alternative modes to deliver instruction & conduct research
• Program review: size, scope of offerings
  - Prioritize?
  - Consolidations?
  - New opportunities?