

CGS 2020: News and Notes

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President

Western Association of Graduate Schools
March 9, 2020

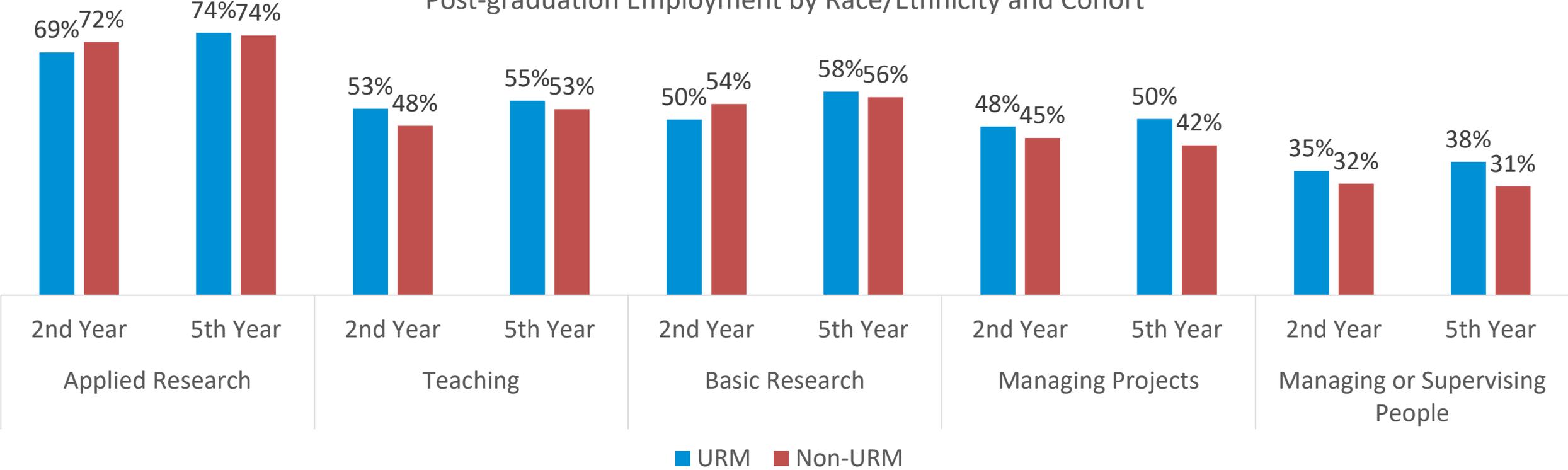
Career Pathways



Based on work supported by the Andrew W. Mellon Foundation and the National Science Foundation (#1661272)

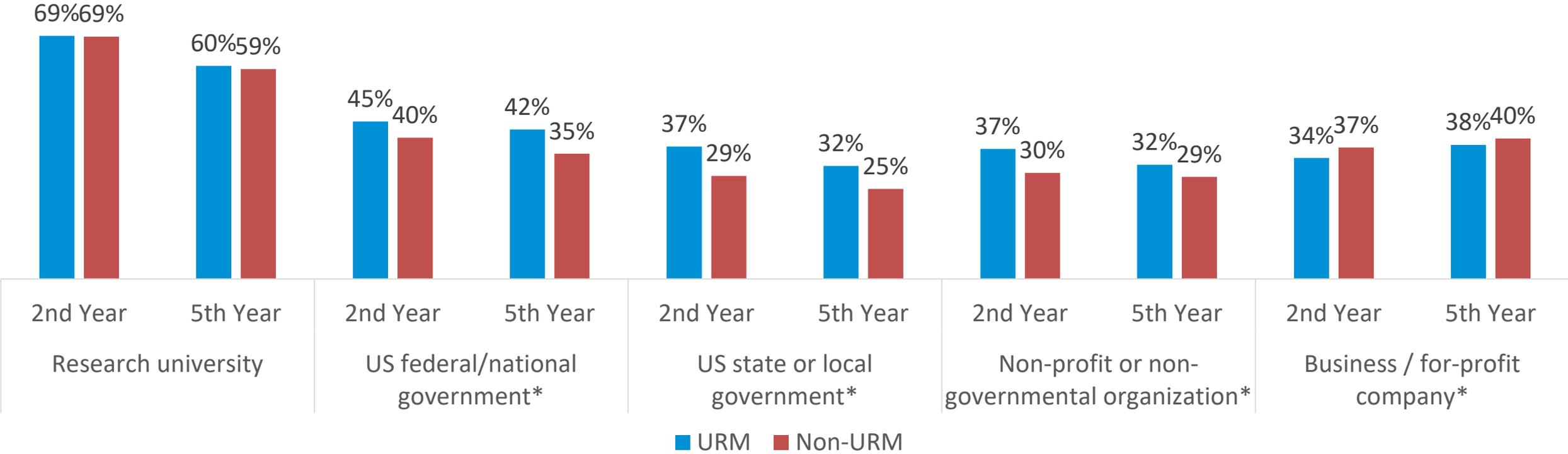
URM and non-URM 5th Year PhD students are equally interested in engaging in research activities, with nearly 3/4 of students finding work in applied research very interesting.

% of Doctoral Students Reported Selected Job Responsibilities as Extremely/Very Desirable for Their Post-graduation Employment by Race/Ethnicity and Cohort



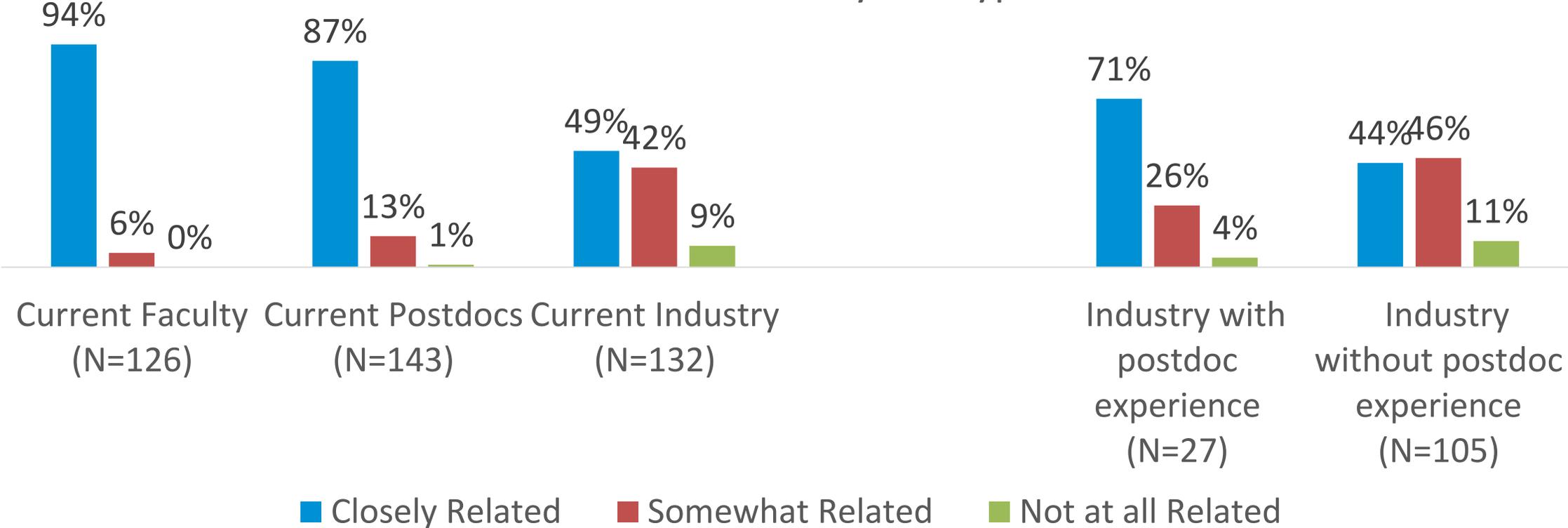
Both URM and non-URM PhD are interested in jobs at Research Universities. However, URM students appear to be more open to public service jobs.

% of Doctoral Students Reported Selected Employment Sectors as Extremely/Very Desirable for Their Post-graduation Employment by Race/Ethnicity and Cohort



PhD holders in industry positions reported that their jobs were less closely related to their field of PhD study. However, many of these PhD holders in industry still work in scientific research positions .

Job Relatedness by Job Type





PhD Career Pathways: The Humanities Coalition

The Humanities Coalition builds on CGS's PhD Career Pathways project by:

- Expanding the number of universities regularly collecting and using PhD career pathways information for program improvement in the humanities.
- Enhancing the knowledge base and suite of promising practices that better support preparation for diverse humanities careers.

The Humanities Coalition supported by:



New Award Opportunities

- Five new subawards to launch data-collection (\$15,000 over 15 months). [RFP will be available soon; applications mid to late April.](#)
- Ten new subawards (\$48,000 over 30 months) to develop and refine best practices for using data to inform program improvements. [RFP will become available in March 2021.](#)
- Only institutions that have already collected data (according to standards we will establish in early 2020) will be eligible to compete for the larger award.

RFP for Data-Collection: Fast Facts

- Data collection requirements are now more flexible:
 - Fully implement CGS's PhD Alumni survey OR
 - Embed core questions from survey into a different instrument
- Participants must commit to collecting data for at least three humanities fields: English and History, and one additional field of their choosing.
- Applicants must commit to collecting data for 15 months.
- Please see RFP on CGS website for more information – coming soon.

The Open Scholarship Project: Valuing High Quality, High Impact Work

- A joint initiative between the American Education Research Association (AERA) and the Council of Graduate Schools (CGS).
- We are also looking into the diverse modalities of scholarly productivity (e.g., preservation of artifacts) more broadly – both in the humanities and science – and how we articulate and value the ways that innovative scholarship are improving lives and enhancing public culture.
- Part of this conversation will also focus on ways to reward graduate mentorship that encourages diverse careers and modes of scholarship.
- The convening will take place in late summer 2020 in Washington, D.C., and is partially supported by the National Science Foundation (grant numbers 1944784 and 1944873), as well as by a CGS grant from the Andrew W. Mellon Foundation for the PhD Career Pathways project.

Expanding Graduate Training in RCR: Big Data Ethics



On June 7 and 8, 2020, CGS and its partners will host a workshop for 25 graduate deans to discuss the ethical challenges of training graduate students in the use of big data methods in their research.

Our workshop goals are to:

- Identify ethical challenges that arise from the use of big data resources in graduate student research,
- Evaluate existing resources for training in the ethical use of big data,
- Identify potential levers for influencing ethical cultures within an institution, and
- Formulate potential strategies for deploying resources for big data ethics within the RCR training curriculum.

Sponsored by:



For more information, contact Jeff Engler, jengler@cgs.nche.edu



Supporting Graduate Student Mental Health and Well-Being

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Project Activities

1. Bring together a committee of experts.
2. Survey of CGS membership.
3. Convening of deans, students, counseling center and student affairs professions, and other experts in a workshop-style meeting.
4. Report on Findings
5. Develop a draft statement of principles and invite CGS member universities to affirm it as signatories.

Workshop: Supporting Graduate Student Mental Health and Wellbeing (October 2020)

- Invited Participants: Approximately 50 graduate deans, graduate students, researchers on graduate student mental health and wellbeing, and organizations with a vested interest in the topic.
- Goal: To provide attendees to share challenges and resources, and to inform a plan for future work.
- Graduate Dean Participants:
 - Selected attendees are hosting listening sessions on their campuses to inform their contributions to the workshop.

CGS Global Summit: Selected Areas for Practical Actions

- Contribute to a culture of inclusion that supports mental health and wellbeing for all members of the university community.
- Adopt a consistent terminology to distinguish between mental health, mental illness, and mental wellbeing.
- Delineate the roles of supervisors and mental health professionals by clarifying expectations and responsibilities for supervisors.
- Develop plans for responding to the mental health consequences of traumatic events.
- Evaluate in a consistent and comparable way the impact of measures taken to promote better graduate student mental wellbeing.

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2018 Global Summit: Supporting Diversity in Graduate Education

- Cohosted by University of Johannesburg
- Leaders from 17 countries across six continents
- Topics included:
 - Global, Regional, and National Understandings of Diversity
 - Creating a Campus Culture that Values Diversity
 - Recruiting a Diverse Student Body
 - Creating Inclusive Programs
 - Supporting Retention & Completion, and
 - Addressing Specific Demographics, including Indigenous Peoples, Refugees, and Migrant Populations



The Global Postgraduate Diversity Resource — A CGS-ETS Joint Initiative

[Home](#) ▾ [Education Resources](#) ▾ [Regions](#) ▾ [Contact](#)

- **There are two types of content on the website:**
 - **A series of essays and case studies written by global leaders in the field of postgraduate education on pressing issues in the field.**
 - **Brief descriptions and links to available online resources, including postgraduate diversity initiatives, research, syllabi, and videos from around the world.**
- **The content is sorted in two ways:**
 - **By region (sub-Saharan Africa, Asia-Pacific, Europe, Middle East and North Africa, North America, and South America) and country (if available)**
 - **By category (Access, Student Success, Mentoring, Methods and Metrics, Curricular Innovation, and Case Studies)**

Website Launch and Promotion

- February 2020: Soft launch of website w/ email to CGS members, *News Network* story, social media promotion, and solicitation of additional resources
- March – June 2020: Continued promotion of website (regional meetings and others), CGS member webinar, *GradEdge* article, and further solicitation of resources
- July 2020: Session at Summer Workshop and formal launch of the website

CGS Africa Initiative

Why CGS in Africa?

- Dramatic expansion of demand for university education across sub-Saharan Africa—projected to continue for 2 decades, driven by economic and population growth.
- Rapid rise in number and size of institutions. There are currently more than 800 universities in Africa—public and private. Of these 50+% are in Nigeria, South Africa, Kenya and Tanzania.
- Students from Africa make up a small but increasing percentage of graduate students in the U.S.
- Critical role for graduate education in African institutions.

CGS Africa Initiative

- Coordinated by Dean-in-Residence, Charles Ambler
- Engage graduate education leaders through social media and other networks
- Work with partners, such as AAU, disciplinary organizations, and funders...and CGS members.
- Support organization of regional meetings of graduate education leaders: the first meetings will take place in March 2020 in Ghana and Nigeria. Potential future meetings in Southern Africa and Eastern Africa
- Support development of an overview paper on the state and future of graduate education in Africa

International Graduate Applications
and Enrollment: Fall 2019

By Enyu Zhou, Radomir Ray Mitic, Christian P.L. West, and Hironao Okahana
February 2020



Graduate Enrollment
and Degrees:
2008 to 2018



The Fall 2019 Data Collection Cycle for CGS/GRE Survey of Graduate Enrollment & Degrees is **still open**. If your institution has not completed the survey, please contact surveys@cgs.nche.edu.

Engage with CGS

MASSACHUSETTS
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REGISTRATION BEGINS MARCH 2020!

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Boston in
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