



What's on the Horizon for Graduate Education: The View from CGS

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 @CGSGradEd

Past

- Fall 2020 – Fall 2021
 - Now in its 35th year, Fall 2020 GE&D results show substantial growth in applications (7.3 percent) and modest growth in first-time enrollment (1.8 percent)
 - Despite continuing progress, African American, Latinx, American Indian and Alaskan Natives remain substantially underrepresented in STEM fields of graduate study; women also remain underrepresented in many of the science and engineering fields

Present

➤ January – September 2021

- Early indications are that Fall 2021 enrollments are slightly up; international student application patterns seem to vary by institution type and field. Enrollment is up for female students.
- Health and economic consequences of COVID have disproportionately affected graduate students-of-color; given their care-giving responsibilities, women too have been disproportionately affected.
- These dislocations also have mental health consequences for both current and prospective graduate students.

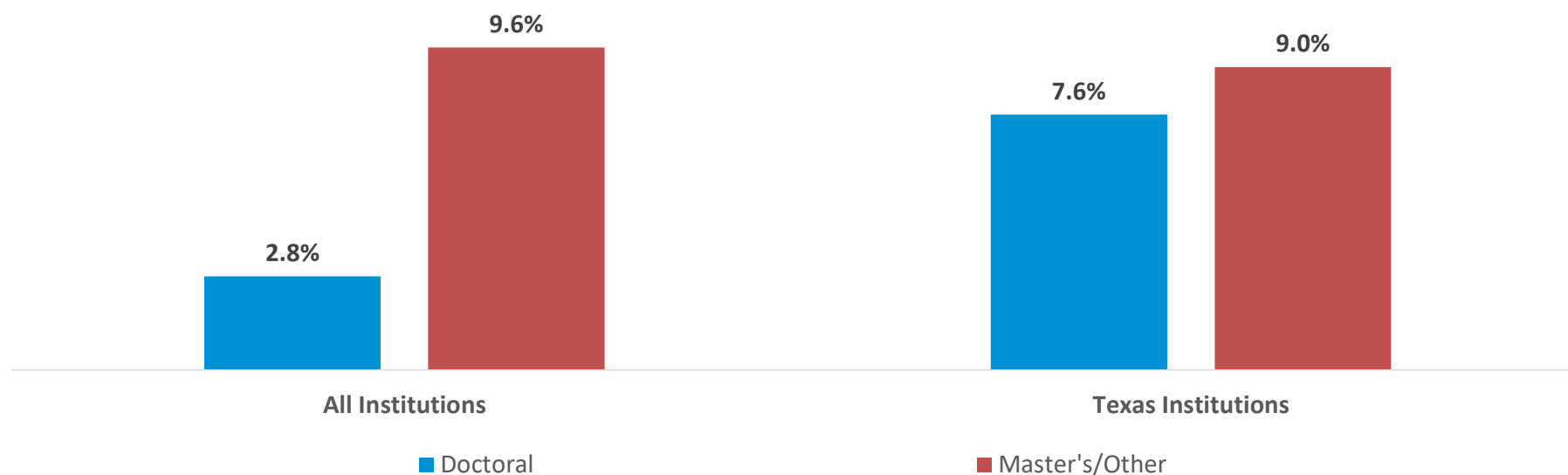
The Future



- The long tail of the “twin pandemics”:
 - Career preparation
 - The Nature of Scholarship, and
 - A Focus on Master’s Education

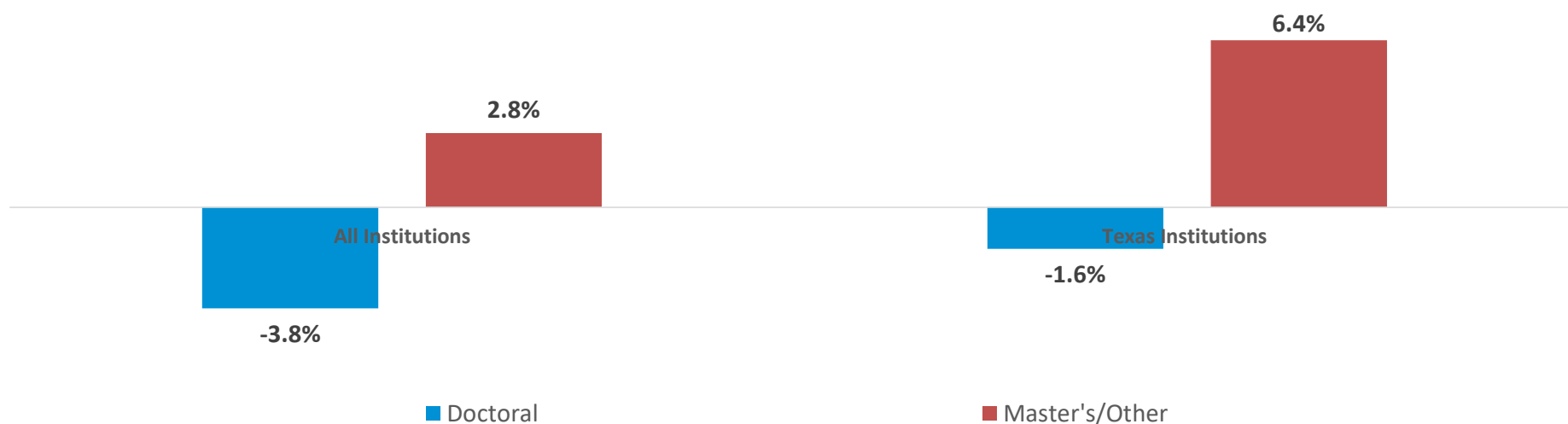
The number of master's and doctoral applications received by Texas graduate schools both increased between Fall 2019 and Fall 2020. The number of doctoral applications increased at a higher rate than the national figure.

Comparisons of Average Annual Percent Changes in Application by Degree Level, Fall 2019 to Fall 2020, All Institutions v. Texas Institutions



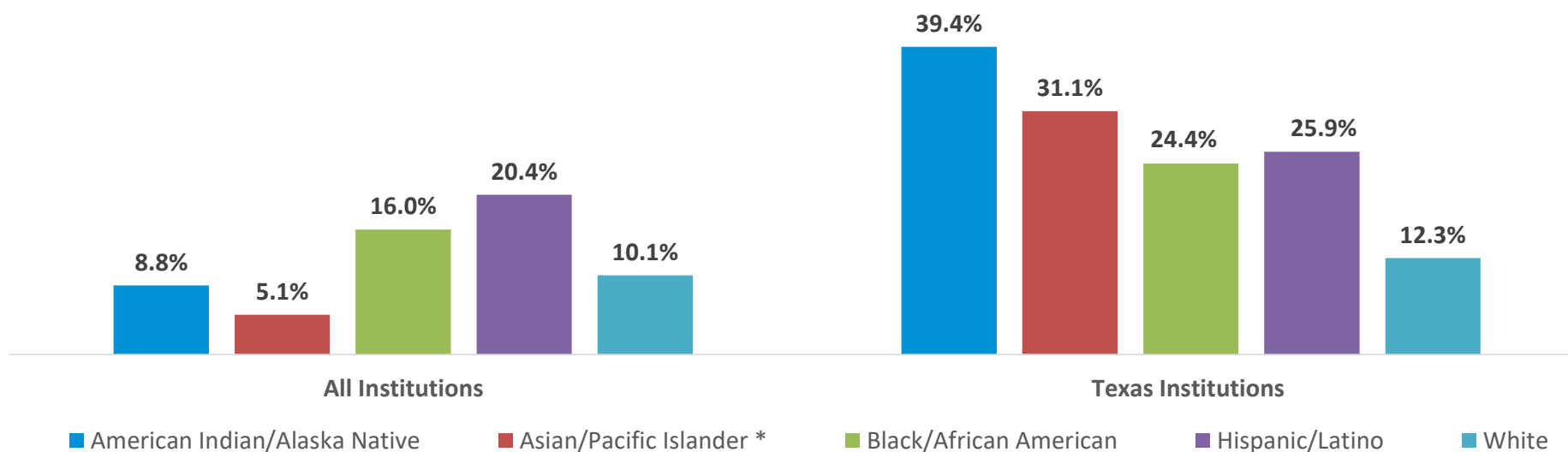
Texas graduate schools' first-time doctoral enrollment decreased at a lower rate between Fall 2019 & Fall 2020, while nationally, the number decreased. Master's first-time enrollment increased at a higher rate than the national figure.

Comparisons of Average Annual Percent Changes in First-time Enrollment by Degree Level, Fall 2019 to Fall 2020, All Institutions v. Texas Institutions



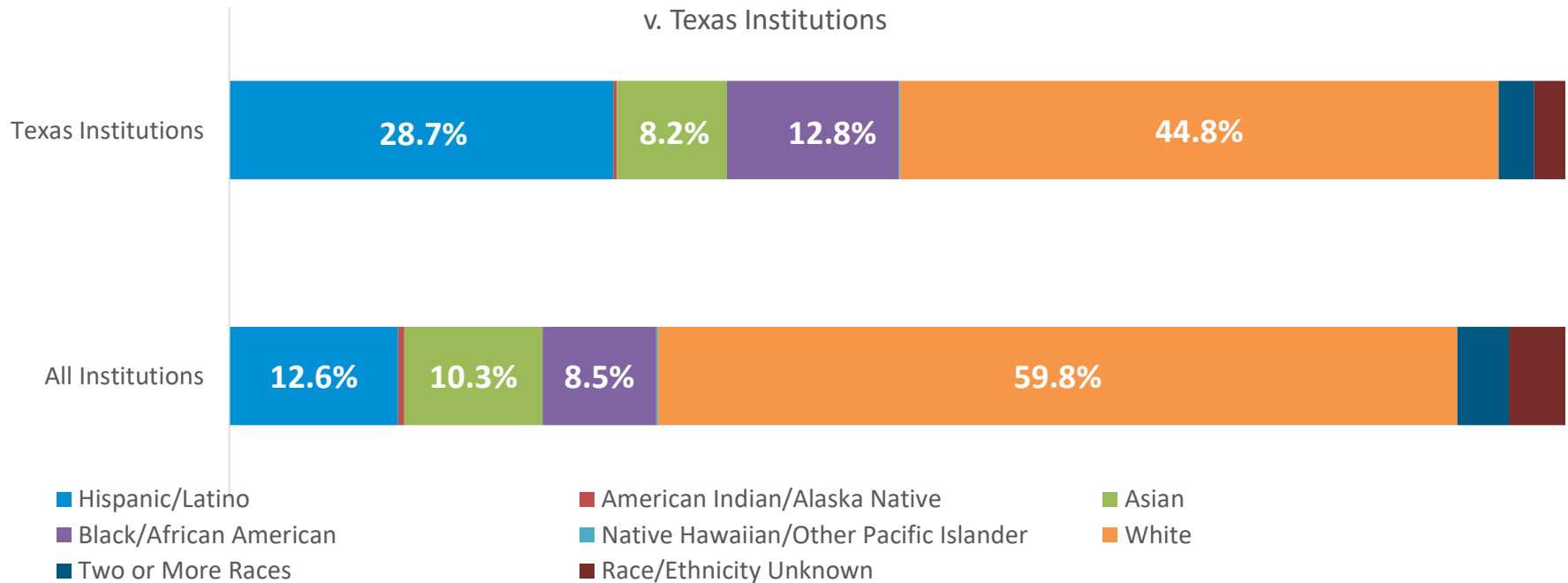
Texas graduate schools increased first-time enrollment of U.S. domestic URM students at a faster pace than the national figure between Fall 2019 & Fall 2020.

Comparisons of Average Annual Percent Changes in First-time, U.S. Domestic Graduate Enrollment by Race/Ethnicity, Fall 2019 to Fall 2020, All Institutions v. Texas Institutions



In Fall 2020, over one-fourth of U.S. domestic, first-time enrollment at Texas graduate schools was Latinx students.

Comparison of U.S. Domestic, First-time Graduate Enrollment by Race/Ethnicity, Fall 2020, All Institutions v. Texas Institutions



A few more facts about the present

- Over course of pandemic more students report decreased interest in academic jobs than increased
- Women enrolled in undergraduate pipeline programs reported being less likely or less certain going into graduate school more often than men
- More women than men report changing their first-degree objective after the bachelor's degree
- In a similar vein women and especially graduate women students of color, were more likely to have experienced financial disruptions & increased care giving responsibilities

What if we committed ourselves, now, to creating a graduate education [eco]system that flourishes precisely because it is built on diversity and inclusion, is student-centered, and focused on creating the research, art, and scholarship that is necessary to create a more just and sustainable world?

CGS is focusing on pathways to Graduate School

- Investigating Challenges to Matriculation & Completion for Underrepresented Students during COVID-19
- Diversity and Inclusion resources
- McNair Scholars
- National Name Exchange (NNE)

Investigating Challenges to Matriculation and Completion for Underrepresented STEM Graduate Students during the COVID-19 Pandemic

- **Advice from Undergraduate Pipeline Program Directors and Deans**
 - More than half identified
 - Connecting prospective students with current students and program alumni for informational interviews
 - Additional undergraduate research opportunities
 - Opportunities to participate in virtual campus tours
 - Clarify admission requirements and the availability of funding
 - **What are Undergraduate Program Directors doing on their own**
 - Developing strategies for remaining connected with students taking a gap year Invite a panel of deans to talk to your students about admission processes
 - Encouraging students to develop a wellness plan
 - Help prospective students understand pathway to the PhD is not always linear and how a masters' degree can serve as an important step
 - **Please reach out to your McNair, Mellon Mays Undergraduate Fellowship, LSAMP and other directors and help them in this work**

Diversity and Inclusion Resources

- [Hispanic Serving Institutions: A Critical Pipeline to Graduate School for Latinx Students](#)
- [The Global Postgraduate Diversity Resource](#)
- Social Justice and Anti-Racism Resources for Graduate Education
 - To support reflection, dialogue, action
 - Resource themes focus on anti-Black racism, Asian-American, Indigenous, Latinx communities
 - Types of resources
 - Books, articles/comments, videos, websites, podcasts



Resources for Recruiting a more Diverse Graduate Student Body

- McNair Scholars Directory
- The National Name Exchange (NNE)



The CGS Humanities Coalition



A PROJECT OF THE COUNCIL OF GRADUATE SCHOOLS

Expanding the number of universities regularly collecting and using PhD alumni career information for program improvement.

Enhancing the knowledge base and suite of promising practices that better support preparation for diverse humanities careers.

July 2020: Five new Mellon subawardees join the data collection effort.

2021: 17 member universities invited to join the Coalition following CGS RFP.

2021-2025: Continued data collection and analysis, support for our network of participants, sharing of resources.



#PhDCareerPathways



Vision for the CGS IGE Hub (NSF #2105723):

to foster learning and collaboration among NSF's Innovations in Graduate Education (IGE) awardees and provide broader dissemination of information and opportunities across the STEM graduate community.

CGS Strengths

- STEM Collaboration Experience
- Extensive and Diverse University Network
- Experience and Networks to Support Scaling
- Robust and Flexible Modalities for Resource Sharing & Networking
- Active Relationships in STEM and Higher Education Communities

IGE Projects & PIs

- Greater awareness of challenges and innovations in STEM graduate education.
- **Support in overcoming systemic challenges that hinder broader adoption of innovations on campus**
- **Improved ability to scale and expand innovations across their own campus – and nationally.**
- **Support Network that will encourage them to reflect in real time, make midcourse adjustments, and receive support and encouragement.**

STEM Graduate Education Ecosystem

- **Expanded awareness of effective practice** among U.S. graduate institutions, STEM disciplinary societies.
- **Increased awareness of future IGE funding opportunities**, and preparation to develop competitive proposals, among HBCUs, MSIs, and other underrepresented institutions

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 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.

Supported by:



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Grant #1944784



What's On the Horizon at CGS

- Master's
- Badge & Credentialing

Understanding Roles of Master's Education in Entry into and Upskilling and Reskilling for the Stem Workforce

- Designed as important complement to CGS's PhD Career Pathways project (NSF grant 1611272) and the Survey of Doctoral Degrees exit survey model
- Intended to explore the career transition and outcomes associated with master's degree completion, including entry into and exit from STEM careers
- Project will entail subawards to 10 universities to launch a comprehensive masters exit survey – soft launch in late spring 2022
- More details to follow but expect RFP in late October with a due date of mid-January; [press release](#)

Supported by:



Grant number 2100343

Upskilling and Reskilling the Post-Covid Workforce: The Value of Graduate Certificates and Master's Degrees

- Fall 2020 shows a 20.7 percent year over year increase in number of graduate certificates awarded. Yet,
- We know very little about the fields in which they are conferred, or
- The role they play in entry into, upskilling, or reskilling for post-Covid jobs, particularly
- In relation to the Master's Degree

Supported by:

*We look
forward to
seeing you in
New Orleans*

COUNCIL OF GRADUATE SCHOOLS

**ANNUAL
MEETING**



NEW ORLEANS, LA
DECEMBER 1-4, 2021



**THANK
YOU!**