

Finding the Opportunities in Crisis

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Graduate Education – Pre and Post Pandemic(s)

➤ The past

- Now in its 34th year, Fall 2019 GE&D results show modest growth in applications and first-time enrollments
- Despite continuing progress, African American, Latinx, American Indian and Alaskan Natives remain substantially underrepresented in most fields of graduate study; women also remain underrepresented in many of the science and engineering fields

Present

➤ March 2020 – October 1

- 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.
- Early indications are that Fall 2020 enrollments are consistently and significantly down for international students; domestic enrollment patterns seem to vary by region, institutional type, degree level and field

The Future

A conceptual diagram featuring a dashed grey line that starts from the bottom left and trends upwards towards the top right. Several colored curves are overlaid: a green curve peaking early, a yellow curve peaking in the middle, and a red curve peaking late. Vertical dashed lines are labeled A, C, D, and E, with arrows pointing to specific points on the curves.

➤ The long tail of the “twin pandemics”:

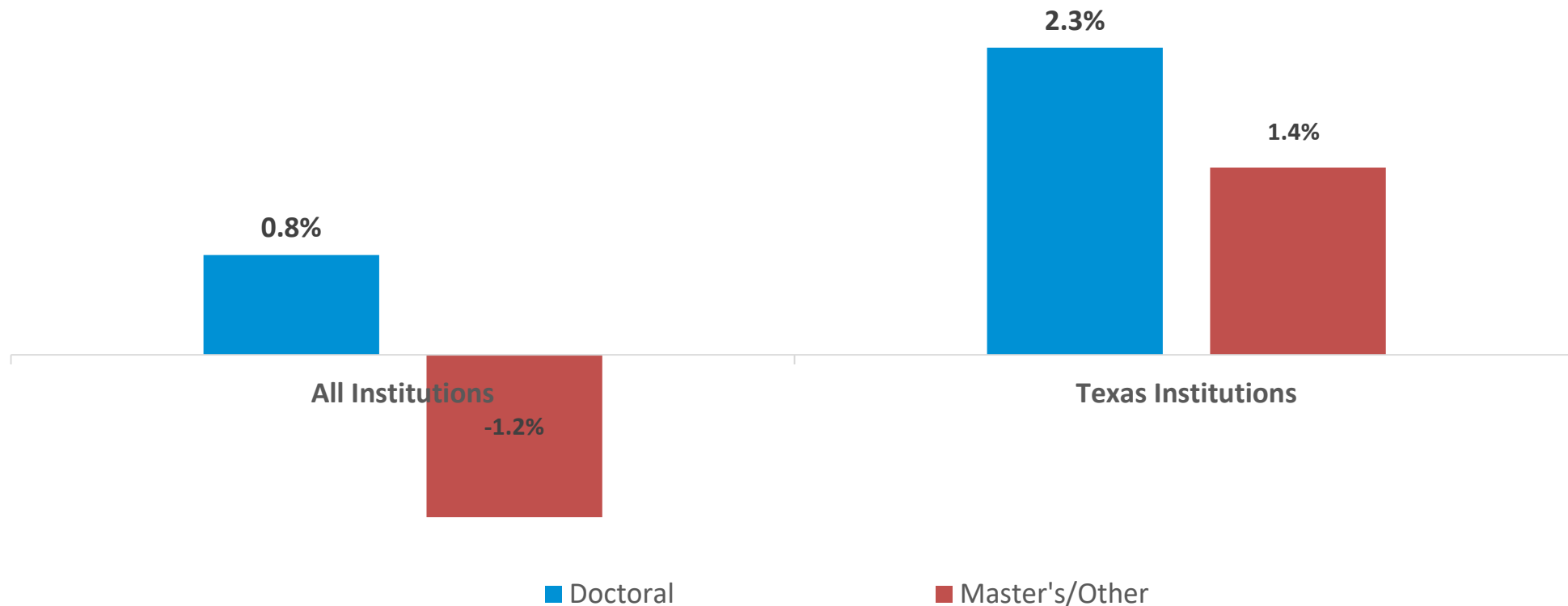
➤ Career preparation

➤ The Nature of Scholarship, and

➤ Program Size

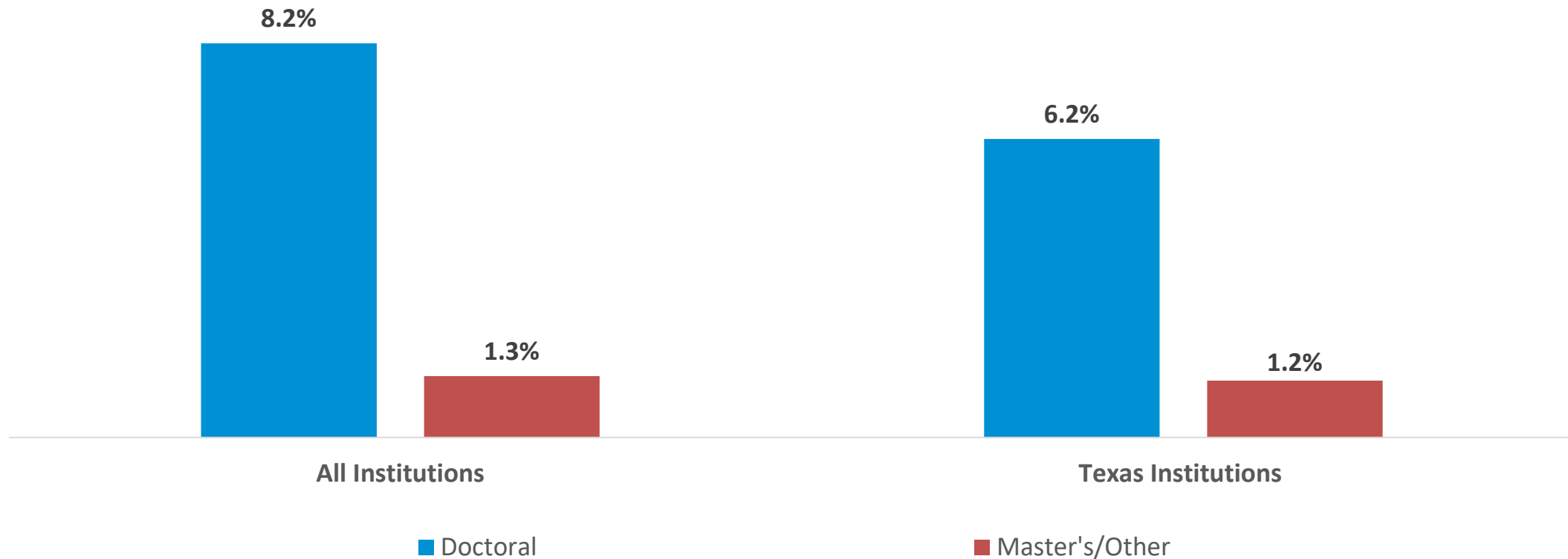
The number of master's and doctoral applications received by Texas graduate schools both increased between Fall 2018 and Fall 2019, while nationally, the number of master's applications decreased slightly.

Comparisons of Average Annual Percent Changes in Application by Degree Level
Fall 2018 to Fall 2019, All Institutions v. Texas Institutions



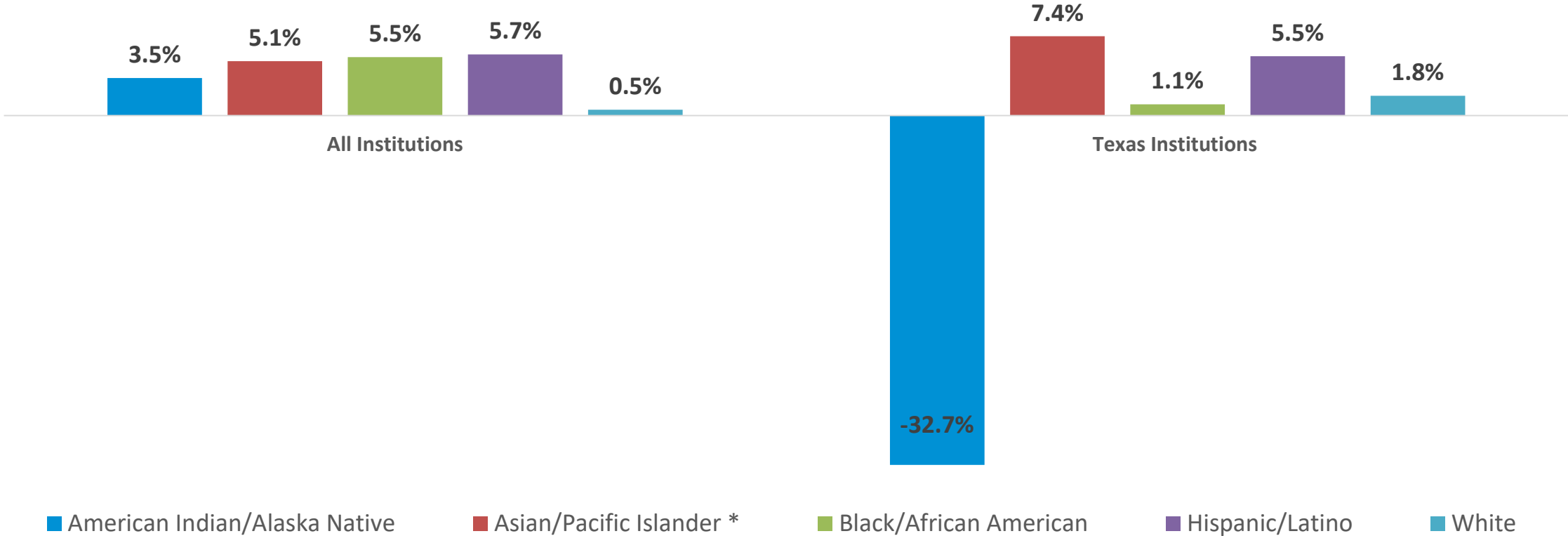
Similar to last year, Texas graduate schools' first-time master's enrollment was flat between Fall 2018 & Fall 2019. Doctoral first-time enrollment increased at a slightly lower rate than the national figure.

Comparisons of Average Annual Percent Changes in First-time Enrollment by Degree Level
Fall 2018 to Fall 2019, All Institutions v. Texas Institutions



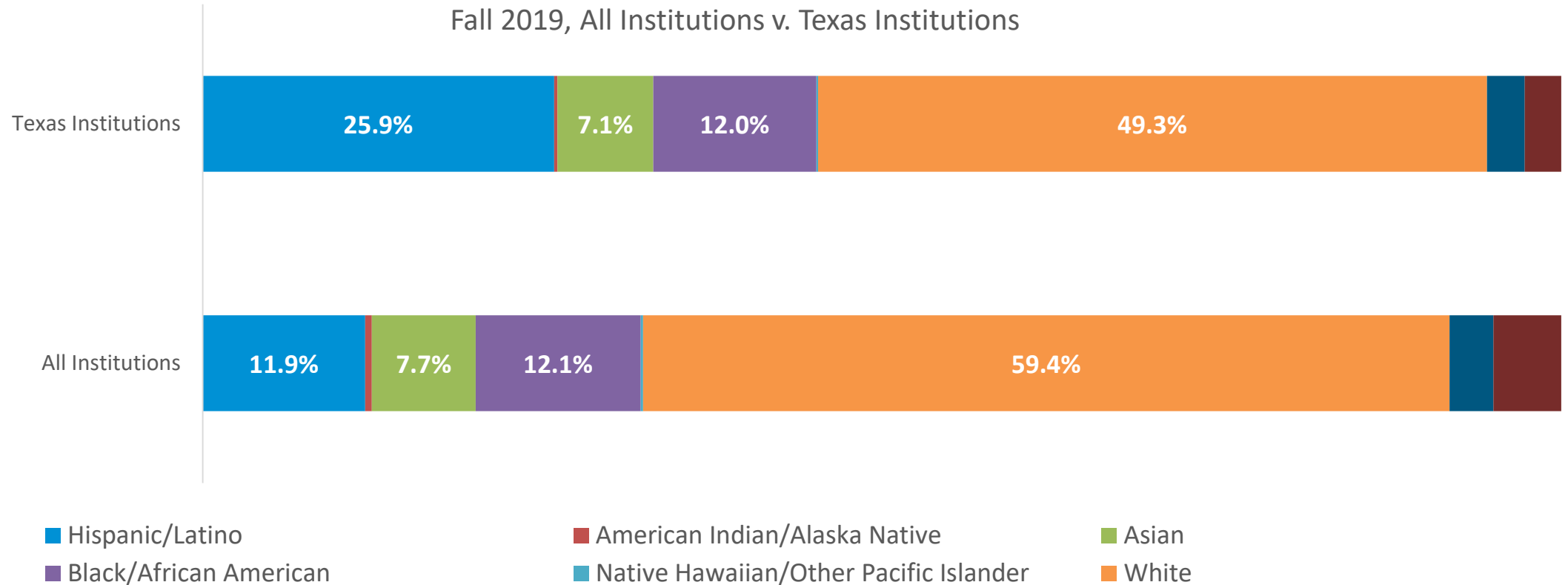
Texas graduate schools decreased first-time enrollment of U.S. domestic American Indian/Alaska Native students between Fall 2018 & Fall 2019.

Comparisons of Average Annual Percent Changes in First-time, U.S. Domestic Graduate Enrollment by Race/Ethnicity
Fall 2018 to Fall 2019, All Institutions v. Texas Institutions



In Fall 2019, 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 2019, All Institutions v. Texas Institutions



Hispanic Serving Institutions: A Critical Pipeline to Graduate School for Latinx Students

- CGS is also focusing on pathways TO graduate school.
- Brief puts forward the idea that HSI's that enroll large numbers of Latinx undergraduate students are in a particularly strong position to recruit Latinx graduate students.
- The toolkit offers diagnostic tools and customizable templates for building an action plan to increase recruitment, retention, and career success for Latinx graduate students.
- Thanks to the good work of JoAnn Canales, former Dean-in-Residence



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)

Supporting Graduate Student Mental Health and Wellness



Supported by:

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FOUNDATION


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Goals of the CGS-JED Workshop on Graduate Student Mental Health

- Address, in conversation with a diverse group of workshop participants, the core project questions.
- Inform a future research agenda for graduate student mental health and well-being.
- Inform the development of a set of principles that will provide a framework for future action by graduate institutions and their communities.
- Identify action items that could support these principles.

PhD Career Pathways

- 75 universities
 - July 2020 –
 - Five new Mellon subawards
 - August 2020
 - Research brief
 - 2021 – ten new humanities subawards will be granted
 - 2021 – 2025
 - Resource hub to be developed
 - Continued data collection and analysis

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

- Four specific areas of research:
 - obstacles to matriculation,
 - obstacles to retention,
 - challenges to sustaining graduate school aspirations for rising college seniors, and
 - strategies for graduate school success



NSF Grant #2037360

Expanding Graduate Training in RCR: Big Data Ethics



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.

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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.

Supported by:



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HUMANITIES



Grant #1944784

WHAT'S NEXT?

Opportunities and Challenges

- International students
- Future of the Dissertation
- Micro-credentials

Promoting Technology Innovation in Africa by Empowering Young Girls to Pursue STEM Education

Unoma Okorafor, PhD
Electrical and Computer Engineering
Texas A&M University



Thank you

*We hope you'll join us
virtually:
December 2-4
for the 60th CGS Annual
Meeting*

