Moving Remote Academic and Professional Development to a Consortium Model
Council of Graduate Schools
Dec 3rd, 2021
New Orleans, LA, USA
### Introducing Speakers and the Session Panelists

<table>
<thead>
<tr>
<th>Joseph R. Oppong</th>
<th>Sarah C. Larsen</th>
<th>Scott M. Lanyon</th>
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</thead>
<tbody>
<tr>
<td>PhD, Associate Vice Provost for Graduate Education, Academic Associate Dean, Toulouse Graduate School, University of North Texas, Professor of Geography.</td>
<td>Vice Provost and Dean of the Graduate School, Past President of the Association of Texas Graduate Schools, Professor of Chemistry, Office of the Provost, University of Houston.</td>
<td>Vice Provost and Dean of Graduate Education, Distinguished University Teaching Professor, University of Minnesota, Professor in the Department of Ecology, Evolution and Behavior.</td>
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The Session

Agenda

- Panelists share their experiences with remote academic and professional learning
- Background and current status of online remote academic and professional learning
- One possible vision for the future – building a consortium/membership based 501(c)3
- Potential call to Action
The Panel

Our panelists represent the range of university experience we have seen...

- From the robust professional development,
- Through those just starting who use remote services,
- From single university to use by a group
RANKED A TIER ONE RESEARCH UNIVERSITY, ONE OF ONLY 131 IN THE NATION
— CARNEGIE CLASSIFICATION

HIGHER EDUCATION EXCELLENCE IN DIVERSITY AWARD FOR THREE CONSECUTIVE YEARS
— INSIGHT INTO DIVERSITY MAGAZINE

RANKED 6TH IN THE NATION AS A PUBLIC UNIVERSITY ON THE RISE
— COLLEGEGAZETTE.COM
Established 1890

- 113 bachelor’s, 94 master’s, and 37 doctoral degree programs
- 35 online graduate degree programs and 21 online certificate programs
- Enrollment 2020-21: 42,372
- Graduate: 9,776
- Hispanic Serving Institution
Excellent comprehensive professional development workshops since 2009 based on PREP model

At least 2 workshops each week plus monthly Dissertation Boot Camp

Relatively low attendance – need to expand reach.

PD expands reach, supplements.

25% of our students have used it. Students enthusiastically endorse it.

Prefer asynchronous pages.
Sarah Larsen
University of Houston, Past President of the Association of Texas Graduate Schools
- 8300 graduate and professional students (~47,000 total students)
- Graduate School formed in 2014
- Very little cross campus professional development for graduate students when I started in 2018
- pd.education provided quick start-up of centralized professional development that was later augmented with local programming
Phase 1: Getting Started
Phase 2: Growing partnership with pd.education and integration with campus programming
Phase 3: Post Pandemic/New Normal
Association of Texas Graduate Schools (ATGS)

- Founded in 1951 in Dallas, Texas with 59 members.
- Seeks to advance graduate study in the state of Texas by providing a forum for the discussion of ideals, aims, and problems in graduate studies.
- Annual meeting hosted by one of member institutions.
Group Membership
For ATGS

- One portal for ATGS
- Each member institution has a single sign on
Scott Lanyon
University of Minnesota
University of Minnesota

Carnegie Classification: R1

5 campuses (3 with Grad/Prof)

42,212 Undergraduate students

16,780 Graduate/Professional

800 Postdoctoral Scholars

Graduate School staff size: 27

RCM Budget Model

Decentralized Grad Ed Structure
UMN Graduate Education - Professional Development Strategy

Strategy for students

- Show students the careers obtained by their program's alumni
- Encourage students to complete an IDP
- Direct students to the Graduate School's Professional Development Portal

Strategy for faculty

- Document student need (gradSERU)
- Convince faculty that they are not responsible for all professional development, but that they are responsible for encouraging their students to engage in professional development
**DEVELOP A CAREER PATH EXPLORER TOOL**

### Industries of Employment
- Academia: 3,474
- For-Profit: 2,280
- Government: 332
- Nonprofit: 276

Employers found for 6,445 of 7,480 selected alumni (86.2%).

### Location
- International: 857 (11.5%)
- Unknown: 1,139 (15.2%)
- US: 5,444 (73.3%)

### Top Five
- **Employers**
  1. University of Minnesota, Twin Cities
  2. Medtronic, MN
  3. Intel Corporation
  4. 3M Company
  5. Google

- **Job Titles**
  1. Assistant Professor
  2. Associate Professor
  3. Director
  4. Lecturer
  5. Postdoctoral Fellow

### US Metro Areas
- 1. Minneapolis-St. Paul-Bloomington, MN-WI
- 3. San Jose-Sunnyvale-Santa Clara, CA
- 4. New York-Newark-Jersey City, NY-NJ-PA
- 5. Boston-Cambridge-Nashua, MA-NH

### US States
- 1. Minnesota
- 2. California
- 3. Massachusetts
- 4. New York
- 5. Illinois

### Countries
- 1. United States
- 2. China
- 3. Korea, Republic of
- 4. Canada
- 5. United Kingdom

### Estimated Salary

<table>
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<tr>
<th>Salary Range</th>
<th>Count</th>
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<tbody>
<tr>
<td>$150K+</td>
<td>364</td>
</tr>
<tr>
<td>$140K</td>
<td>80</td>
</tr>
<tr>
<td>$130K</td>
<td>89</td>
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<tr>
<td>$120K</td>
<td>164</td>
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<td>$80K</td>
<td>426</td>
</tr>
<tr>
<td>$70K</td>
<td>205</td>
</tr>
<tr>
<td>$60K</td>
<td>195</td>
</tr>
<tr>
<td>$50K</td>
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</tr>
<tr>
<td>$40K</td>
<td>19</td>
</tr>
<tr>
<td>$30K</td>
<td>2</td>
</tr>
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These are estimates from the US Bureau of Labor Statistics that have been applied to your alumni based on their standard occupation classification (not actual reported alumni salaries). The estimates are available for 4,091 of 7,480 selected alumni (54.7%).

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**GRADUATE SCHOOL**
Encourage students to author an IDP

If graduate education is a journey, an Individual Development Plan (IDP) is the roadmap.

Using an IDP will chart your professional development alongside your degree progress by:

- Honestly assessing your scholarly and professional competencies.
- Identifying goals, and strategies to achieve them.
- Implementing strategies and making a timeline to achieve goals.

Learn more! Explore templates and download your own IDP.
DEVELOP AN ONLINE PORTAL TO GUIDE STUDENTS TO PROFESSIONAL DEVELOPMENT OPTIONS

Make it easy for students to find professional development opportunities that will help them gain the skills they need for the careers that interest them.
<table>
<thead>
<tr>
<th>Question</th>
<th>Percentage of 6th Year PhD Students Responding</th>
<th>Estimated Number of PhD Students Across the Entire University</th>
</tr>
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<tbody>
<tr>
<td>How <strong>competent</strong> do you feel in each of the following areas related to conducting research within the field or discipline with integrity</td>
<td>11% responding either “Not at all competent” or “Slightly competent”</td>
<td>Estimated number of PhD students across the entire University</td>
</tr>
<tr>
<td><strong>To what extent</strong> do you agree or disagree with the following statements concerning your current, <strong>primary advisor</strong>?</td>
<td>23% responding either “Strongly disagree” or “Disagree”</td>
<td>Estimated number of PhD students across the entire University</td>
</tr>
<tr>
<td>How well has your current <strong>graduate/professional program</strong> provided you with the following</td>
<td>15% responding either “Strongly disagree” or “Disagree”</td>
<td>Estimated number of PhD students across the entire University</td>
</tr>
<tr>
<td><strong>How supportive is your program of the exploration of nonacademic careers?</strong></td>
<td>35% responding either “Not at all supportive” or “Slightly supportive”</td>
<td>Estimated number of PhD students across the entire University</td>
</tr>
<tr>
<td>My advisor provides me with information that helps me think about my future career.</td>
<td>35% responding either “Not at all supportive” or “Slightly supportive”</td>
<td>Estimated number of PhD students across the entire University</td>
</tr>
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These are not likely to all be the same students.
We simply can't provide enough in-person professional development workshops to meet the needs of our students – only by augmenting workshops with online opportunities can we hope to be successful.

Students who are willing/able to attend an in-person workshop

Students for whom we need an online professional development alternative
Background

What’s in a word?

- Professional development
- Academic support
- Work-life balance or wellness training
- Learning
- pd.education would say we are...

Library of both Synchronous and Asynchronous Support for Academic and Professional Learning for Graduate Students
The pd.education Library Has Ten Stacks

- Academic Writing
- Argumentation
- Criticality
- Getting Published
- Grad Prep
- Job Prep
- Research Design
- Thesis or Proposal Design
- Tools and hacks
- Wellness
Support Content is Delivered to Students in Five Ways... Through

1. Live or synchronous Presentations – 15 minutes and longer
2. Websites and apps personalized to the university
3. Asynchronous short courses and synchronous bootcamps
4. Marketing in the form of calendars and email
5. Student interaction with our staff of seven who support the system
The Current Business Model

Has two main levels of support for the university...

The basic level

- puts up the personalized portal,
- gives 1-3 access points to it for student use,
- and delivers monthly ideas for marketing

The premiere level

- works hand in glove with a university partner to supplement their strategy,
- enrolls students individually in the portal so that they have tools that track their ideas,
- delivers marketing to both the university and the student directly,
- and delivers adoption data to the university twice a year.
pd.education by DoctoralNet

**Current Stats**

- **70307** served students on their personalized pd.education site
- **29396** viewed pages...
- **10872** unique email...
- **646** unique...

...from 4,911 site visits to pd.education

...addresses registered for over 130 webinars on Bigmarker

...registrations for preproposal & post data summer 2021 bootcamps
Panel Discussion

Since...

- The support needed to ensure remote work is both personnel and technological resource heavy.
- The university graduate environment at universities needs to be agile enough to respond to a multiplicity of challenges.
- Those challenges change over time...
- Might a 501(c)3 membership organization be a business model that encourages university ownership and growth?
Almost all graduate students by now are either digital natives or well used to using digital tools to supplement their lives.

Covid taught everyone that remote work can deliver unexpectedly good outcomes.

The university professional development environment must include in person, synchronous online and asynchronous supports for both the graduate student and the graduate assistant, coordinator and staff.
If this is interesting for your university…
Give @Michael one of your cards/take one of ours with a demo. We’d love to hear what you think…

Your thoughts are important to us
Or email me at alana@doctoralnet.com