



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

Joseph R. Oppong

PhD, Associate Vice Provost for Graduate Education, Academic Associate Dean, Toulouse Graduate School, University of North Texas, Professor of Geography.

Sarah C. Larsen

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.

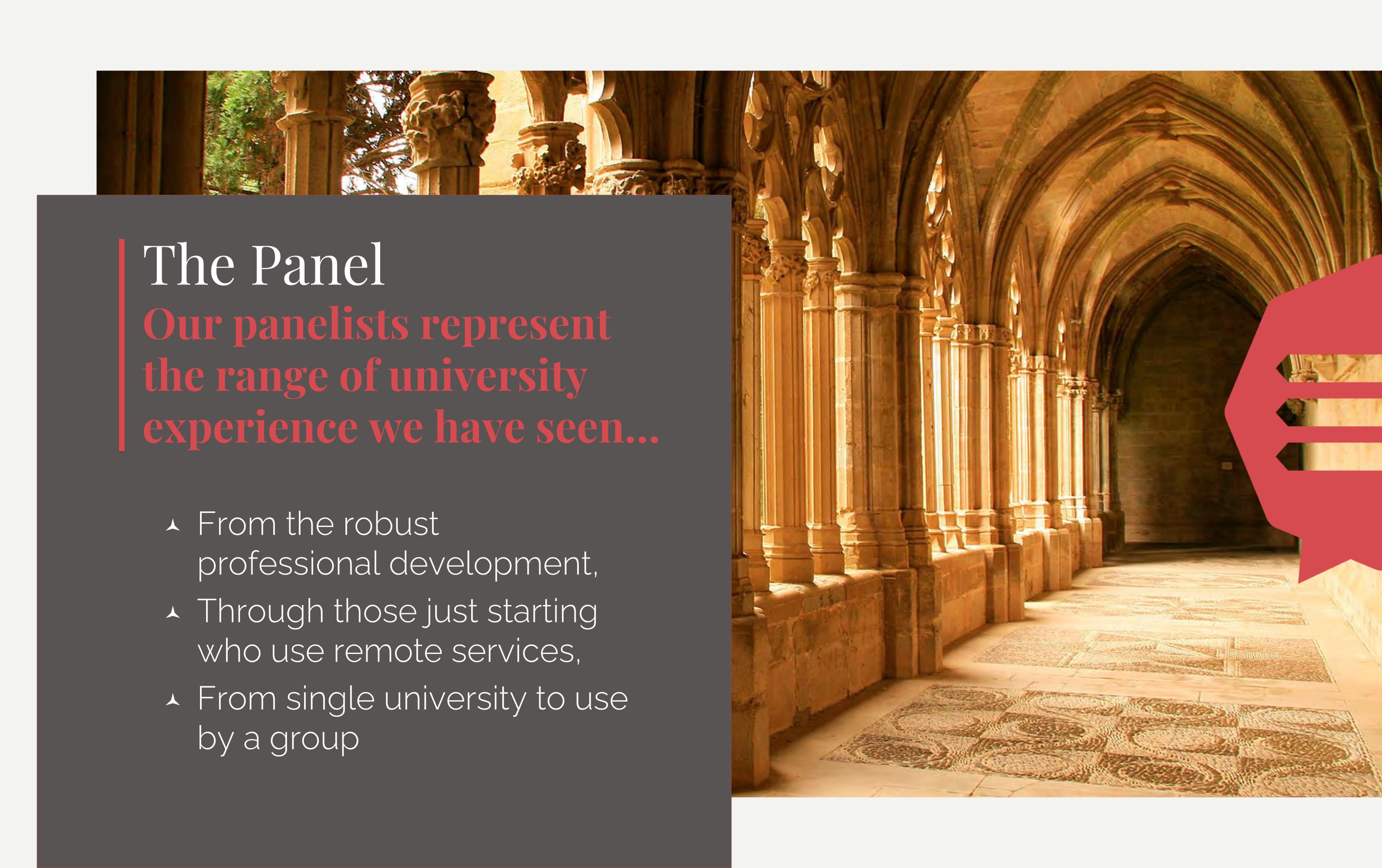
Scott M. Lanyon

Vice Provost and Dean of Graduate Education, Distinguished University Teaching Professor, University of Minnesota, Professor in the Department of Ecology, Evolution and Behavior.

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

Joseph Oppong
University of North Texas



**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**

— *COLLEGE GAZETTE.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.

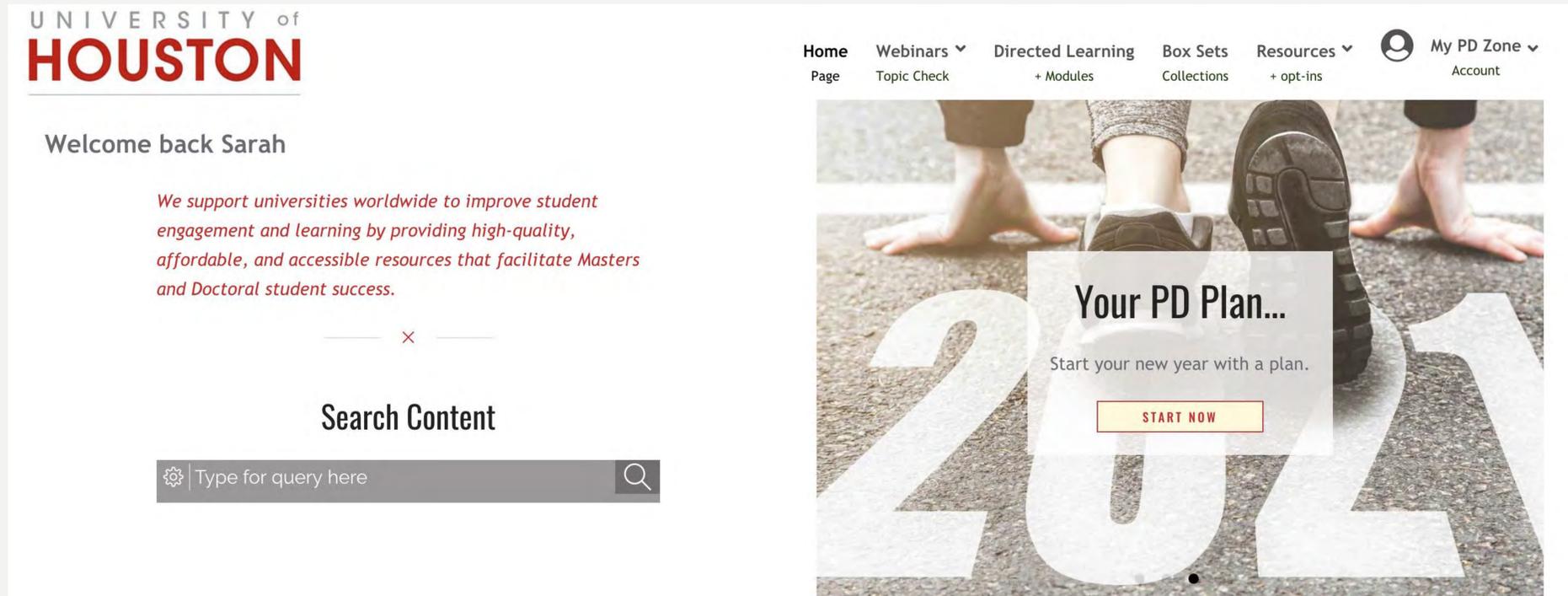
Sarah Larsen

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 3:
Post Pandemic/New Normal

Phase 2:
Growing partnership with
pd.education and integration
with campus programming



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.





ACCOUNT LOGIN

UNIVERSITY EMAIL PASSWORD

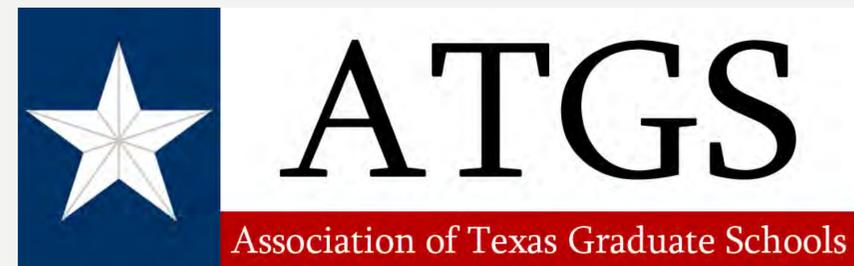
Log in

[Unable to login?](#) | [Forgot password?](#)



Group Membership For ATGS

- ▶ One portal for ATGS
- ▶ Each member institution has a single sign on



| Scott Lanyon
| University of Minnesota



UNIVERSITY OF MINNESOTA
Driven to DiscoverSM



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

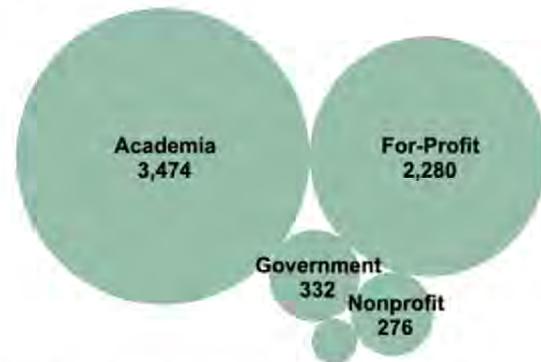
Strategy for faculty

- ▲ 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

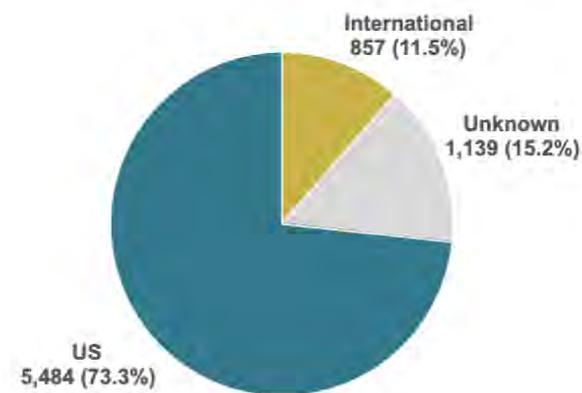
ALUMNI TYPE: Doctoral Alumni |
 DEGREE: PhD |
 DEGREE/DEPARTURE YEAR: (All) |
 DEGREE COLLEGE/SCHOOL: (All) |
 DEGREE DEPARTMENT/PROGRAM: (All)

INDUSTRIES OF EMPLOYMENT



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

LOCATION



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
- 2 Washington-Arlington-Alexandria, DC-VA-MD-WV
- 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

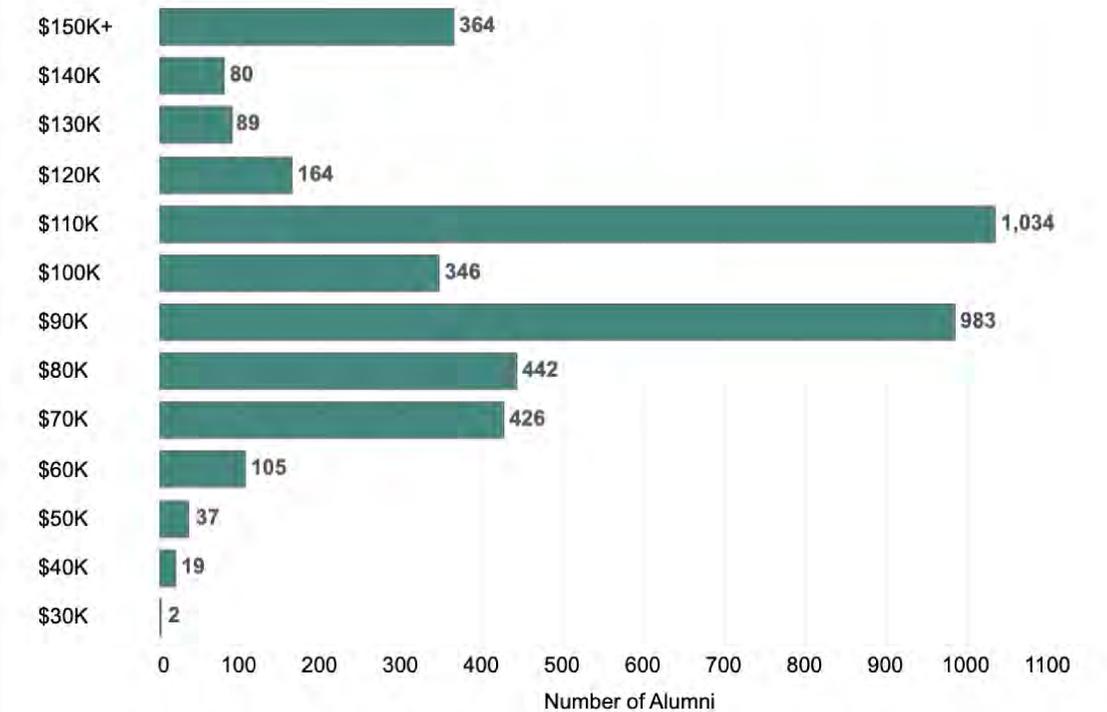
COUNTRIES

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

ESTIMATED SALARY

SHOW ESTIMATES BASED ON

- Occupation and Industry
 Occupation and US State of Employer



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%).

ENCOURAGE STUDENTS TO AUTHOR AN IDP

ONLINE ASSESSMENT TOOL

Your Individual Development Plan (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.](#)

Help students to think about their career aspirations and their strengths/weaknesses relative to those career paths

Encourage them to complete an IDP



GRADUATE SCHOOL

DEVELOP AN ONLINE PORTAL TO GUIDE STUDENTS TO PROFESSIONAL DEVELOPMENT OPTIONS

Navigate **gear+**

 GRADUATE SCHOOL

Components of Successful Development

UNDERSTAND YOUR DEGREE MILESTONES

COMMUNICATION, LEADERSHIP, AND PROJECT MANAGEMENT

MENTAL HEALTH AND WELLNESS

TIME AND STRESS MANAGEMENT

EMOTIONAL INTELLIGENCE

INTERCULTURAL SKILLS

CAREER EXPLORATION



Career Paths

ACADEMIC CAREERS

CAREERS BEYOND THE ACADEMY

Your Dissertation/Thesis

WRITING

RESEARCH

SOCIAL NETWORKING

Make it easy for students to find professional development opportunities that will help them gain the skills they need for the careers that interest

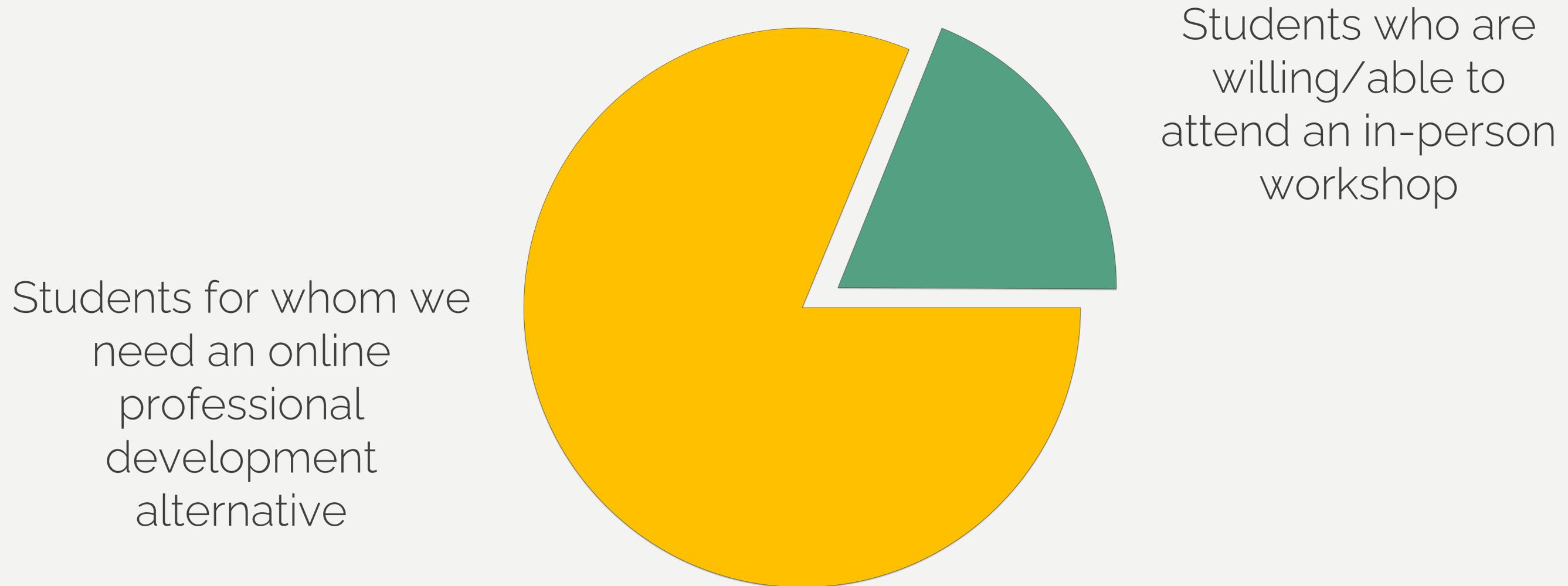


GRADUATE SCHOOL

How competent do you feel in each of the following areas related to conducting research within the field or discipline with integrity	11% of sixth year PhD students responding either “Not at all competent” or “Slightly competent”	Estimated number of PhD students across the entire University
<i>To what extent do you agree or disagree with the following statements concerning your current, primary advisor?</i>	23% of sixth year PhD students responding either “Strongly disagree” or “Disagree”	Estimated number of PhD students across the entire University
<i>How well has your current graduate/professional program provided you with the following</i>	15% of sixth year PhD students responding either “Strongly disagree” or “Disagree”	Estimated number of PhD students across the entire University
<i>How supportive is your program of the exploration of nonacademic careers?</i>	35% of sixth year PhD students responding either “Not at all supportive” or “Slightly supportive”	Estimated number of PhD students across the entire University
My advisor provides me with information that helps me think about my future career.	35% of sixth year PhD students responding either “Not at all supportive” or “Slightly supportive”	Estimated number of PhD students across the entire University

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.





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...

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

10872
unique email...

...addresses
registered for
over 130 webinars on Bigmarker

646
unique...

...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?

Meeting Expectations Now & in the Future

- ▶ 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



Call to Action

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

