

CAMPUS CONVERSATION ON GRADUATE EDUCATION **REPORT**

AUGUST 2017

PURPOSE

Initiated by Provost Bruce McPheron and organized by the Graduate School, the Campus Conversation on Graduate Education: The Decade Ahead engaged Ohio State's 3,000 graduate faculty, 10,000 graduate students, and 225 graduate program staff in a year-long conversation about future directions in graduate education at Ohio State.

The purpose of the conversation was to develop a collective vision for graduate education over the next decade at Ohio State, to align stakeholders along common goals, and to produce a document that will provide direction to the next leader of the Graduate School.

Stakeholders in this effort also included administrators and support units such as the Graduate School, career services offices, the Office of International Affairs, the Office of Diversity and Inclusion, the Office of Student Life, and University Center for the Advancement of Teaching.



OUTCOME

The advancement of graduate education requires Ohio State to be aligned as a university community.

METHODOLOGY

The Graduate School hired a facilitator to help structure the Campus Conversation process and to identify the best methods for engaging the graduate community. The methodology included qualitative and quantitative approaches.

PHASE 1 developed the scope of the project conversations. Surveys and focus groups of graduate students and graduate faculty from 12 colleges were conducted. That work identified three top topics: diversity and inclusion, professional development, and the funding environment .

PHASE 2 assembled a faculty-led working group of faculty and graduate students for each topic. Conversations on these topics were held with graduate students, staff, faculty, and administrators from multiple colleges. In addition, 12 facilitated workshops on these topics were held for faculty, staff, and graduate students. These activities focused on where Ohio State is now and where we wish to be in the next decade.

THE SUMMIT held on May 3 focused on targeted areas of success derived from input from workshop participants and faculty-led conversations in the colleges. The purpose of the summit was to move toward collectively identifying, as a graduate community, targeted areas of success in diversity and inclusion, professional development, and funding at Ohio State by 2027.

TIMELINE

see appendix for further details

SUMMER 2016

INITIAL PLANNING

GOAL Dean's faculty framing committee convened at provost's request

MEANS Meetings

OUTCOME Plan for year-long Campus Conversation on Graduate Education initiative

AUTUMN 2016

PHASE 1: ENVIRONMENT SCANNING

GOAL Identify the three most pressing, critically relevant issues facing graduate education

MEANS Focus groups and survey of graduate students and faculty

OUTCOME Three topics were identified: diversity and inclusion, professional development, and funding

PARTICIPANTS

SURVEY 1	
Faculty	769
Students	896
<hr/>	
TOTAL	1665

SPRING 2017

PHASE 2 CAMPUS-WIDE CONVERSATIONS

GOAL Future and vision each of the topics

MEANS 16 workshops, 29 program-level conversations, a campus-wide summit, and a campus-wide survey

OUTCOME Engaged graduate community

PARTICIPANTS

WORKSHOPS	241
CONVERSATIONS	254
SUMMIT	270
SURVEY 2	
Faculty	396
Students	286
Staff	43
Subtotal	725
<hr/>	
TOTAL	1,490

SUMMER 2017

PHASE 3: PRODUCING THE DOCUMENT

GOAL Digest the preceding conversations through the opportunities and challenges of Ohio State, aligning with the university's priorities as currently posited, and identifying any internal challenges

MEANS Data interpretation, draft preparation, working group feedback

OUTCOME Report produced

DIVERSITY AND INCLUSION

GOAL

By 2027, the demographics of Ohio State graduate students reflect those of the general U.S. population, resulting in Ohio State being nationally recognized as having an inclusive, welcoming, and affirming environment for all members of its university community.

CONTEXT

Diversity comes in many forms, including race and ethnicity, gender, sexual orientation, socioeconomics, disability, and rural/urban backgrounds. Diversity of experiences and perspectives is fundamental to graduate education and the high quality research, scholarship, and advanced practice that is expected of graduate degree holders.

Nationally, students from underrepresented minority groups currently earn just over 20% of all bachelor's degrees but earn only 8% of graduate degrees, a trend that directly affects the low diversity of faculty and people working in occupations requiring an advanced degree. Clearly, the diversity in the U.S. population is changing rapidly. This can most easily be seen among elementary-aged children where students of color already out-number those that are white non-Hispanic. As we envision the future, institutions of higher learning need to be places where diversity is valued, including in graduate education.

THEMES

The graduate faculty and graduate community generally support a 10-year, ambitious goal of having Ohio State's graduate student population reflect the national population.

Diversity must be part of strategic planning.

Diversity must be a priority when faculty and graduate student recruitment decisions are made.

DIRECTION

For the 10-year goal to be supported, graduate faculty have expressly noted that public commitment at leadership levels, time for faculty, and requisite resources will be essential.

The faculty also express a strong view that there are too many high-level goals at Ohio State with fewer resources. They are committed to diversity and inclusion, and they understand that achieving the 10-year goal is possible, but only with tremendous, concerted work. They express the view that if the effort is truly important, the university must allocate time and resources for the long-term so that it isn't susceptible to changes in leadership.

ROADMAP

GENERAL

Public, ongoing, and meaningful commitment from senior leadership that diversity in the graduate student population is valued and a priority at Ohio State.

Development of a robust plan, infrastructure, and competitive funding packages that help Ohio State to attract and retain highly talented graduate students from underrepresented minority groups.

A strong and highly visible national effort to recruit, enroll, and retain underrepresented minorities.

Programming and curricula that attends to diversity, inclusion, and retention of underrepresented minorities.

FIRST STEPS

Ohio State makes a public commitment to allocate time and resources to achieving this 10-year goal.

Ohio State makes accurate data accessible to support campus-wide decision-making regarding supportive practices for diverse graduate students.

PROFESSIONAL DEVELOPMENT

GOAL

Enhance Ohio State graduate student experience and outcomes through professional and career development that is coordinated across university offices and is integrated into each graduate program.

CONTEXT

Professional development for graduate students needs to be understood as encompassing skill development, career exploration, and outcomes. Essential to this perspective is an understanding of the broad range of non-academic careers undertaken by graduate students in addition to the traditional faculty/research academic path. For most disciplines, 50–70% of doctoral graduates pursue non-academic careers.

Graduate programs at Ohio State prepare students for the core element of an academic profession: scholarship and research. Students gain skills in content expertise, advanced practice, and research techniques. Those who take faculty positions need other skills of the profession, e.g., teaching, curriculum design, mentoring, and technology, to name a few. Ohio State is less consistent with preparing graduate students in these skills.

Master's and PhD students pursuing careers in industry, public institutions, government, and other sectors benefit from an ever-broadening set of skills such as networking, communication, team work, project management, ethics, and leadership. It is important to note that these skills also apply to career success in the academic environment. Currently, opportunities to develop these skills are not consistently available to Ohio State graduate students who want to develop them.

THEMES

There is general consensus about the importance of professional development for graduate students regardless of what career path a student might ultimately follow.

There is a need for a central entity charged with coordinating and creating professional development programming.

Professional development is an opportunity for developing new revenue streams (through targeted fundraising, internships, sponsorships).

Professional development is a meaningful way to engage with Ohio State's graduate alumni and to help current students develop networks.

DIRECTION

Professional development, if developed robustly and thoughtfully, has the potential to distinguish graduate degree programs at Ohio State from like competitors.

ROADMAP

GENERAL

A commitment from the university and colleges to make certain that graduate student needs are addressed in professional development programming and career services.

A centralized presence dedicated to coordinating and communicating university offerings and to assist graduate programs and individual graduate students in developing professional development plans.

Engagement with University Advancement to address potential for fundraising, corporate sponsorships, internships, and networking with graduate alumni.

Engagement with student information systems to ensure that relevant data is captured for the purposes of following student outcomes, graduate program assessment, advancement, etc.

FIRST STEPS

All college and university career services are available to graduate students.

Graduate School provides leadership to help graduate programs determine how to incorporate professional development into local programs.

FUNDING ENVIRONMENT

GOAL

Fund 100% of incoming doctoral students and the majority of incoming master's students for all years they are at Ohio State.

CONTEXT

Today's fiscal environment presents significant challenges for graduate education. Declining state subsidy for higher education institutions has been exacerbated by the continued decline in federal support for research. Over half of all Ohio State research is supported by federal funds, which in turn supports graduate research associates. Graduate students, particularly graduate teaching assistants, are also supported by tuition funds and State Support of Instruction.

These declines in funding affect recruitment and admission decisions, program size, stipend support, student loan debt, support for student research/scholarship, and professional development.

At Research 1 institutions, the role of graduate students in the advancement of research and scholarship is central. Graduate students also have an essential role in the delivery of undergraduate education. A sustainable funding environment is critical to advancing graduate education at Ohio State.

THEMES

The university budget model was the major theme. Most faculty, staff, and students are unaware of how the university budget model works and how graduate student funding fits into the overall budget process. They are frustrated with its complexity and share the view that the process lacks transparency.

Graduate programs need their budgets to be predictable and timely for program planning and student recruitment and funding. They express the desire for more local control over fellowships.

The graduate community believes Ohio State should explore partnerships with corporations, foundations, and alumni as a new way to increase graduate student funding.

DIRECTION

Graduate students play an essential role in Ohio State’s research, educational, and public service missions while in pursuit of their graduate degrees. Graduate students have a direct impact on Ohio State’s research profile, academic reputation, faculty recruitment, and ability to deliver high-quality undergraduate education at a reasonable cost. Ohio State needs to recognize these contributions at leadership levels and make certain that graduate education and specifically the funding of graduate students are conscious parts of the development of university and college budgets, allocation of financial resources, and philanthropic efforts to raise student support.

ROADMAP

GENERAL

A commitment from university administration, colleges, and departments to have transparent and timely budgets that include information about how graduate education is funded. This will allow academic units to plan for how students will be funded each year.

Facilitate academic programs in writing training grants and seeking alternative sources of funding for students. Expand partnerships with corporations, foundations, and alumni to increase funding opportunities and professional experiences for graduate students.

Review graduate student funding sources and practices to determine how best to support graduate program excellence.

FIRST STEPS

Graduate School coordinates with university administration and colleges to assist with messaging about budget.

Graduate School collaborates with the Office of Research to determine the resources that will be necessary to assist academic units with grant writing efforts.

University Development devotes staff and resources to fundraising and other philanthropic efforts designed to increase graduate student funding.

SUMMARY

The goals identified by the graduate community are transformational. Achieving them will distinguish Ohio State graduate degrees and graduate student experiences. For success to happen, long-standing issues and opportunities need to be addressed at leadership levels.

One of the most significant outcomes of this year-long process was how engaged the graduate community was in the conversation. Graduate faculty, staff, and students appreciated having multiple opportunities to be heard in the company of their peers. They learned about resources that they hadn't heard about before. They helped identify problems that need to be addressed at the university level. They learned that many of these problems were ones that their colleagues in different colleges and programs also face. Because these problems are not unique, Ohio State has an opportunity to create solutions that span the university.

The graduate community recognizes that its three priority target areas of success—diversity and inclusion, professional development, and funding environment—are inter-related. They impact one

another. The Graduate School has gathered much information and perspectives about these priority areas. It has also created good will among the graduate community, which rightly anticipates that planning for the next 10 years will address common problems.

Some of these problems and opportunities are within the purview of the Graduate School. Others are not and reside at the level of the university, colleges, and graduate programs. The Graduate School requires campus-wide partnerships to address the more transformational issues. It can be a catalyst and partner but needs the commitment of the university and colleges to address long-standing problems and opportunities in ways that will benefit graduate students, faculty, and Ohio State going forward.



APPENDIX

NUMBERS 13

SURVEY 1 14

TOPIC

DOCUMENTS 16

**DIVERSITY AND INCLUSION
PROFESSIONAL DEVELOPMENT
FUNDING ENVIRONMENT**

WORKSHOP

DOCUMENTS 22

**DIVERSITY AND INCLUSION
PROFESSIONAL DEVELOPMENT
FUNDING ENVIRONMENT**

SUMMIT

DOCUMENTS 28

**INFORMATION SHEET
AGENDA AND QUESTIONS**

SURVEY 2 34

PARTICIPANTS 36

NUMBERS

PHASE 1

SURVEY 1 (SEE APPENDIX)	INVITED	COMPLETED	% COMPLETE
Faculty	2804	769	27%
Students	4996	896	18%
TOTAL	7,800	1,665	21%

PHASE 2

WORKSHOPS	# OF EVENTS	PARTICIPANTS
Diversity and Inclusion	4	57
Professional Development	4	61
Funding Environment	4	67
TOTAL	12	185

CONVERSATIONS	# OF EVENTS	PARTICIPANTS
Diversity and Inclusion	15	139
Professional Development	6	50
Funding Environment	6	40
TOTAL	27	229

SUMMIT	INVITED	ATTENDED	
Faculty	2,817	124	Summit attendance was capped at room capacity. A waiting list was required.
Students	9,969	69	
Staff	138	77	
TOTAL	12,924	270	

SURVEY 2 (SEE APPENDIX)	INVITED	COMPLETED	% COMPLETE
Faculty	2,820	396	14%
Students	5,159	286	6%
Staff	201	43	21%
TOTAL	8,180	1,490	18%

SURVEY 1

In spring semester, Ohio State will conduct campus-wide conversations on some of the challenging national trends and issues in graduate education. Eight of those trends and issues are listed below. This survey is one mechanism being used to help identify which of these topics is of greatest interest to the stakeholders of graduate education. There will also be upcoming focus groups.

The conversations will provide a collective vision for future directions of graduate education on our campus. They will be influential to the campus community and be of consequence to the next leader of the Graduate School.

Your input is essential, and your participation will be anonymous. Thank you for contributing to this first step.

Trends and Issues

PROFESSIONAL/CAREER DEVELOPMENT Are we best preparing our students for their academic and non-academic careers in this changing environment?

DIVERSITY/INCLUSION How should we address the pressing need to diversify the composition of our graduate students and those who teach them?

INTERDISCIPLINARY GRADUATE EDUCATION Are graduate students learning to approach scholarly problems in interdisciplinary manners? Additionally, how should we support interdisciplinary research and interdisciplinary graduate programs?

MODES OF EDUCATION DELIVERY How should we address the new ways in which higher education is being delivered (e.g., stacking credentials, certificates, professional master's, distance education)?

GRADUATE FACULTY COMPOSITION Declining numbers of tenure-track faculty is a national trend. What is the role of clinical, professional, and associated faculty in providing graduate education?

FUNDING ENVIRONMENT How should we address the challenges of supporting graduate education in a fiscal environment with declining federal grant dollars and state subsidy?

GLOBALIZATION How can we train both domestic and international graduate students to work and thrive in global environments?

ENROLLMENT What is the best way to size graduate programs properly with an appropriate composition of students in response to external needs (e.g. job markets)?

Please rate each of these eight topics on their importance at the national level.

- Professional/Career Development
- Diversity/Inclusion
- Interdisciplinary Graduate Education
- Modes of education delivery
- Graduate Faculty Composition
- Funding Environment
- Globalization
- Enrollment

Please rate each of these eight topics on their importance to Ohio State.

- Professional/Career Development
- Diversity/Inclusion
- Interdisciplinary Graduate Education
- Modes of education delivery
- Graduate Faculty Composition
- Funding Environment
- Globalization
- Enrollment

Please rank these for your preference for the spring conversation.

- Professional/Career Development
- Diversity/Inclusion
- Interdisciplinary Graduate Education
- Modes of Education Delivery
- Graduate Faculty Composition
- Funding Environment
- Globalization
- Enrollment

TOPIC DOCUMENTS



Campus
Conversation
on Graduate Education

DIVERSITY AND INCLUSION

Ohio State has a vision and mission to prepare a diverse student body to be leaders and engaged citizens and a commitment to diversity and inclusion of both people and ideas. To advance these goals, the Provost initiated the Campus Conversation on Graduate Education: The Decade Ahead. Phase 1 of this initiative included surveys and focus groups of graduate faculty and graduate students from 12 Ohio State colleges. That work identified three top areas of concern: *diversity and inclusion, funding environment, and professional development.*

Our goal is to engage the graduate community in a conversation about *diversity and inclusion* using the following four questions.

Question 1

WHAT DO WE MEAN BY DIVERSITY?

Diversity comes in many forms, including race and ethnicity, gender, sexual orientation, socioeconomic, rural/urban, ideas, etc. Among our campus units, the underrepresentation of minority students in graduate education emerged as one common thread on which to initially focus our discussion. This is a problem of national concern but is particularly acute at Ohio State (Figure).

Question 2

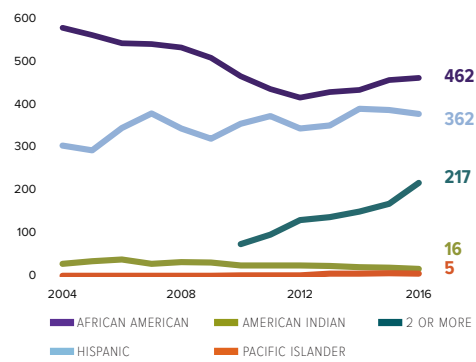
WHAT IS GOING ON NATIONALLY?

The Council of Graduate Schools reports varying changes in enrollment of graduate students from underrepresented minority (URM) groups across fields from 2005–2015, with most fields reporting small single-digit increases or decreases.¹

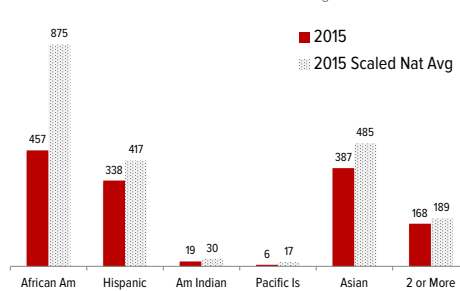
U.S. demographics show that by 2033, non-Hispanic whites will be the minority of college-age students. URM students currently earn just over 20 percent of all bachelor's degrees, but they earn only 8 percent of graduate degrees. Studies document that URM students currently have lower completion and higher attrition rates than majority students. These trends affect the pipeline for diversification of the faculty and the

national workforce, which is fundamental for bringing a diversity of experiences and perspectives to the development of innovative solutions to the world's problems. Recommendations include providing enhanced academic support,

OSU URM Grad Enrollment 2004-2016



2015 OSU URM Enrollment vs. 2015 National Avg Grad URM Enrollment



THE OHIO STATE UNIVERSITY

DIVERSITY AND INCLUSION

monitoring and evaluating programs and interventions, and cultivating and nurturing a culture of diversity and inclusion.²

Studies have documented that GRE scores are not predictors of success in a PhD program³ and that URM and female students on average score lower than Asian American and white students.⁴ Holistic review of graduate program applicants is widely viewed as a useful strategy for improving diverse recruitment, but limited staff and faculty time constitutes a significant barrier to this approach. Unclear understandings of what a “holistic” admissions process may also be a barrier.⁵

QUESTION 3

WHAT IS GOING ON AT OHIO STATE?

We seek a greater understanding of the challenges, opportunities, successes, and best practices across the university to achieve Ohio State’s mission and vision. This will be achieved through guided conversations with graduate studies chairs, graduate student focus groups, staff, and faculty.

- What data do we need?
- What are current barriers to diversity and inclusion?
- What are we doing well?

QUESTION 4

WHERE DOES OHIO STATE WISH TO MOVE ON THIS ISSUE?

What future direction does Ohio State wish to take in our efforts to diversify the graduate student population?

- How do we identify, recruit, and retain diverse students?
- How do we recruit, support, and retain diverse faculty?
- How do we change our culture to value diversity and create inclusion?

NEXT STEPS

Conversations will take place in multiple venues and formats such as one-on-one discussions, small group meetings, panel discussions, town hall meetings, focus groups, and a survey. The conversations will be transcribed and trends will be identified across our campus, colleges and disciplines. Data gathered from stakeholders during spring 2017 on all three topics will be compiled and analyzed.

The findings of the conversations will be shared and discussed at the Campus Conversation on Graduate Education: The Decade Ahead Summit on May 3, 2017. A report will be published summarizing the outcomes of this process. The report will help to inform the graduate community of the direction the campus has identified for the future.

1 Okahana, et al. *Graduate Enrollment and Degrees by Fine Field: 2005 to 2015*. Washington, DC: Council of Graduate Schools, 2016

2 Sowell, et al. *Doctoral Initiative on Minority Attrition and Completion*. Washington, DC: Council of Graduate Schools, 2015

3 e.g., Moneta-Koehler, et al. *The Limitations of the GRE in Predicting Success in Biomedical Graduate School*, 2017

4 Miller and Stassun, *A Test That Fails*, 2014

5 Kent, et al. *Holistic Review in Graduate Admissions: A Report from the Council of Graduate Schools*, Washington, DC: Council of Graduate Schools, 2016





Campus Conversation on Graduate Education

PROFESSIONAL DEVELOPMENT

Initiated by Provost Bruce McPheron and organized by the Graduate School, the Campus Conversation on Graduate Education: The Decade Ahead is engaging key stakeholders in conversations and workshops about graduate education at Ohio State. Phase 1 of this initiative included surveys and focus groups of graduate faculty and graduate students from 12 Ohio State colleges. That work identified three top areas of concern: **diversity and inclusion, funding environment, and professional development.**

Our goal is to engage the graduate community in a conversation about *professional development* using the following four questions.

BACKGROUND

Professional development of graduate students was the most frequently mentioned of the three top areas of concern. Successful professional development is needed to support students moving into a broad range of careers. Academic positions are only one segment of the professions that graduate students enter. Many PhDs and graduate programs still regard research faculty positions as their primary goal, but this view varies across disciplines and is less than in past generations.^{1, 2}

QUESTION 1

WHAT IS PROFESSIONAL DEVELOPMENT?

What kind of development is necessary for which professions? Ohio State graduate programs successfully develop students for the core element of an academic profession: scholarship and research. These students master the associated skills: content expertise, practice/clinical skills, research techniques, and strategies for keeping current.

Those who take faculty positions also need the skills of the *meta-profession*: teaching/ pedagogy, course and curriculum design, mentoring, technology, program assessment, budget/personnel management, planning, teamwork, and leadership.³

PhD and master's program graduates are increasingly building careers in industry, public institutions, government, and the non-profit sector. They require even broader skills. Opportunities to develop them are not regularly available in graduate programs. We must understand and enumerate those skills.

QUESTION 2

WHAT IS GOING ON NATIONALLY?

Over the last 20 years, more professional development opportunities have been offered to graduate students for the broader range of duties in academic positions, especially teaching. On the whole, they are better prepared to teach.

However, the majority of graduate students do not follow the traditionally envisioned pathway to tenured faculty positions at research universities. The trend, as shown by the few available large scale studies such as the Council of Graduate Schools' *Pathways through Graduate School and Into Careers*,⁴ is for fewer graduate students to move into academic faculty positions. Conversation about this situation, however, "is more anecdotal than data-driven, and there is often resistance to accepting this reality..."⁵

Many institutions and academic units have not tracked the career outcomes of graduate



THE OHIO STATE UNIVERSITY

PROFESSIONAL DEVELOPMENT

program alumni. Filling this data gap could help develop graduate curricular models to support career outcomes and aspirations of the majority of graduate students who will not become university faculty.

Newer services like the *Versatile PhD* offer some professional development for non-academic careers. These services tend to be provided by graduate schools and support units, not by the disciplinary academic units. Such services indicate that a market exists for support informed by the actual range of career outcomes.

QUESTION 3

WHAT IS GOING ON LOCALLY?

- What is the current reality at Ohio State?
- What types of employment do your graduate students enter?
 - How has this changed over the last decade?
 - What range of skills and dispositions are needed for these jobs?
- What events, developments, trends, and patterns are occurring in your discipline or program that may affect graduate education over the next 5–10 years?

QUESTION 4

WHAT WILL SUCCESSFUL GRADUATE PROFESSIONAL DEVELOPMENT LOOK LIKE 5–10 YEARS FROM NOW?

- What will graduate students need to know, be able to do and care about beyond their disciplinary curriculum when they finish their degrees?
- How might these differ for students aiming for academic and non-academic careers?
- What essential professional development might be needed?
- What opportunities and challenges face the Ohio State regarding graduate professional development?

NEXT STEPS

Conversations will take place in multiple venues and formats such as one-on-one discussions, small group meetings, panel discussions, town hall meetings, focus groups, and a survey. The conversations will be transcribed and trends will be identified across our campus, colleges and disciplines. Data gathered from stakeholders during spring 2017 on all three topics will be compiled and analyzed. The findings will be shared and discussed at the Campus Conversation on Graduate Education: The Decade Ahead Summit on May 3, 2017. A report will be published summarizing the outcomes of this process. The report will help to inform the graduate community of the direction the campus has identified for the future.

- 1 Council of Graduate Schools and Educational Testing Service. (2012). *Pathways Through Graduate School and Into Careers. Report from the Commission on Pathways Through Graduate School and Into Careers*. Princeton, NJ: Educational Testing Service.
- 2 Biomedical Research Workforce Working Group Report. A Working Group of the Advisory Committee to the Director National Institutes of Health. June 14, 2012
- 3 Arreola, R., Aleamoni, L. and Theall, M. (2001, February 1-4). College Teaching as Meta-Profession: Reconceptualizing the Scholarship of Teaching and Learning. Presented at the 9th Annual AAHE Conference on Faculty Roles and Rewards. Tampa, Florida, February 1-4, 2001
- 4 Feig, A.L., et al. (2016). Using Longitudinal Data on Career Outcomes to Promote Improvements and Diversity in Graduate Education. *Change: The Magazine of Higher Learning*. 48. 6





Campus Conversation *on Graduate Education*

FUNDING ENVIRONMENT

*Initiated by Provost Bruce McPheron and organized by the Graduate School, the Campus Conversation on Graduate Education: The Decade Ahead is engaging key stakeholders in conversations and workshops about graduate education at Ohio State. Phase 1 of this initiative included surveys and focus groups of graduate faculty and graduate students from 12 Ohio State colleges. That work identified three top areas of concern: **diversity and inclusion, funding environment, and professional development.***

Our goal is to engage the graduate community in a conversation about *the funding environment* using the following four questions.

BACKGROUND

Today's fiscal environment presents significant challenges for graduate education. Declining subsidy for state institutions has resulted in fiscal challenges for faculty, staff, and graduate students that have been exacerbated by the continued decline in federal support for research. Graduate programs must make difficult decisions that affect admission and student support. Best practice strategies and student-centric approaches are needed in today's fiscal environment.

QUESTION 1

WHAT DO WE MEAN BY THE FUNDING ENVIRONMENT?

Over half of all university research is supported by federal funds. Graduate students, particularly GTAs, are supported by funds from tuition and State Supported of Instruction. The challenges graduate programs are facing due to declining fiscal support can affect recruitment and admission decisions, program size, stipend support, student loan debt, support for student research/scholarship, and professional development. A sustainable funding environment is essential to advance research and development. At Research I institutions, the role of graduate students in the advancement of research

and scholarship is central. Research funds used for graduate student training and development is a core value at Ohio State and peer institutions.

QUESTION 2

WHAT IS GOING ON NATIONALLY?

To better understand and facilitate the conversation, some national trends are noted.

Federal support of research and state support of universities have been consistently declining over the last several years.^{1, 2} At the same time, student loan debt has been steadily increasing and graduate tuition continues to rise.³

While overall enrollment in graduate programs has remained relatively constant over the last decade, some shifts have occurred.⁴ For example, there have been increases in STEM disciplines with decreases in some social sciences, arts, and humanities disciplines. Additionally, there is a trend for increased master's enrollment.

QUESTION 3

WHAT IS GOING ON AT OHIO STATE?

- The goal of this question is to determine how graduate education is funded within represented departments and colleges.



FUNDING ENVIRONMENT

Examples of questions to explore this theme include:

- How are graduate students funded in your department?
- How does the funding environment influence the way your department conducts graduate education?
- Does funding influence enrollment across master's, doctoral, and post-doc programs?
- Is funding affecting time-to-degree or attrition within your department?
- What expectations does the administration within your department have of their faculty with respect to supporting graduate education? Are there expectations of the number of graduate students each faculty is expected to mentor?

QUESTION 4

WHERE DOES OHIO STATE WISH TO MOVE ON THIS ISSUE?

The goal of this question is to determine how graduate education funding should evolve in the next decade. Examples of questions to explore this theme include:

- What events, developments, trends and patterns are occurring in your discipline or program that may affect funding of graduate education over the next 5–10 years?
- What models have other universities (domestic and international universities) adopted to deal with the changing environment related to funding research and graduate education?
- Given our fiscal climate, what strategies can we employ for successful graduate education at Ohio State over the next 5–10 years?

NEXT STEPS

Conversations will take place in multiple venues and formats such as one-on-one discussions, small group meetings, panel discussions, town hall meetings, focus groups, and a survey. The conversations will be transcribed and trends will be identified across our campus, colleges and disciplines. Data gathered from stakeholders during spring 2017 on all three topics will be compiled and analyzed.

The findings of the conversations will be shared and discussed at the Campus Conversation on Graduate Education: The Decade Ahead Summit on May 3, 2017. A report will be published summarizing the outcomes of this process. The report will help to inform the graduate community of the direction the campus has identified for the future.

1 <https://www.nsf.gov/statistics/2017/nsf17303/nsf17303.pdf>,

2 <https://www.aaas.org/page/historical-trends-federal-rd>

3 https://nces.ed.gov/programs/digest/d15/tables/dt15_330.50.asp?current=yes

4 <http://cgsnet.org/ckfinder/userfiles/files/Graduate%20Enrollment%20%20Degrees%20Fall%202015%20Final.pdf>



WORKSHOP DOCUMENTS



Campus
Conversation
on Graduate Education

DIVERSITY AND INCLUSION

FACULTY WORKSHOP

MARCH 9, 2017

PURPOSE

To discuss possible diversity and inclusion issues at Ohio State over the next 10 years as a precursor to addressing them.

OUTCOMES

- Everyone understands the major issues facing Ohio State today related to diversity and inclusion
 - Ideas for what success would look ten years from now like at Ohio State from a diversity and inclusion perspective
 - Possible opportunities and challenges facing Ohio State as the university addresses diversity and inclusion issues over the next ten years.
-

AGENDA

1 p.m. Welcome

Review of the workshop purpose, outcomes and agenda

Table introductions

Diversity and Inclusion at Ohio State: Table discussion

Diversity and Inclusion at Ohio State: Whole group discussion

Wrap-up

Evaluation

3 p.m. Adjourn



THE OHIO STATE UNIVERSITY

DIVERSITY AND INCLUSION

TABLE DISCUSSION ASSIGNMENT

Please select a facilitator to keep time, a recorder to write the group's discussion information on a flip chart, and a reporter to report the table's work to the whole group.

Discuss at your table and record responses to the following questions:

1. Related to the topic of diversity and inclusion, what would success look like for Ohio State ten years from now?

2. What are the current issues facing Ohio State pertaining to diversity and inclusion?

3. What opportunities and challenges face Ohio State in addressing diversity and inclusion issues over the next ten years?

Recorder,

When you have finished writing on one page, please tear it off and put it on the floor beside your flip chart. Thank you.





Campus
Conversation
on Graduate Education

PROFESSIONAL DEVELOPMENT

FACULTY WORKSHOP

MARCH 7, 2017

PURPOSE

To discuss possible issues related to professional development for graduate education at Ohio State over the next 10 years as a precursor to addressing them.

OUTCOMES

- Everyone understands the major issues facing Ohio State today related to professional development for graduate education
 - Ideas for successful professional development for graduate education at Ohio State 10 years from now
 - A list of possible opportunities and challenges facing Ohio State as the university addresses issues of professional development for graduate education over the next 10 years
-

AGENDA

9 a.m. Welcome

Review of the workshop purpose, outcomes and agenda

Table introductions

Professional Development at Ohio State: Table discussion

Professional Development at Ohio State: Whole group discussion

Wrap-up

Evaluation

11 a.m. Adjourn

PROFESSIONAL DEVELOPMENT

TABLE DISCUSSION ASSIGNMENT

Please select a facilitator to keep time, a recorder to write the group's discussion information on a flip chart, and a reporter to report the table's work to the whole group.

Discuss at your table and record responses to the following questions:

1. In addition to knowledge in the graduate student's primary subject area, what skills, competencies, and knowledge will they need over the next 10 years as they enter academic or non-academic careers?

2. What would success in professional development look like for Ohio State graduate students in 2027?

3. What opportunities and challenges face Ohio State over the next 10 years regarding professional development for graduate students?

Recorder,

When you have finished writing on one page, please tear it off and put it on the floor beside your flip chart. Thank you.





Campus
Conversation
on Graduate Education

FUNDING ENVIRONMENT

FACULTY WORKSHOP

MARCH 2, 2017

PURPOSE

To discuss possible issues related to the funding environment for graduate education at Ohio State over the next 10 years as a precursor to addressing them.

OUTCOMES

- Everyone understands the major issues facing Ohio State today related to the funding environment for graduate education
 - Ideas for a successful funding environment for graduate education at Ohio State 10 years from now
 - A list of possible opportunities and challenges facing Ohio State as the university addresses issues of the funding environment for graduate education over the next 10 years
-

AGENDA

1 p.m. Welcome

Review of the workshop purpose, outcomes and agenda

Table introductions

Funding Environment at Ohio State: Table discussion

Funding Environment at Ohio State: Whole group discussion

Wrap-up

Evaluation

3 p.m. Adjourn

FUNDING ENVIRONMENT

TABLE DISCUSSION ASSIGNMENT

Please select a facilitator to keep time, a recorder to write the group's discussion information on a flip chart, and a reporter to report the table's work to the whole group.

Discuss at your table and record responses to the following questions:

1. What are the major issues at Ohio State today related to funding master's-level education?

2. What are the major issues at Ohio State today related to funding doctoral-level education?

3. What potential opportunities and challenges regarding funding graduate education do you see for Ohio State over the next 10 years?

Recorder,

When you have finished writing on one page, please tear it off and put it on the floor beside your flip chart. Thank you.



SUMMIT DOCUMENTS



Campus Conversation on Graduate Education **SUMMIT**

Initiated by Provost Bruce McPheron and organized by the Graduate School, the Campus Conversation on Graduate Education: The Decade Ahead is engaging graduate faculty, graduate students, and staff in conversations and workshops about graduate education at Ohio State.

The purpose of the conversation is to develop a collective vision regarding the direction of graduate education over the next decade at Ohio State. Stakeholders in this effort will also include administrators and support units such as the Graduate School, career services offices, the Office of International Affairs, the Office of Diversity and Inclusion, and Student Life. The advancement of graduate education requires that Ohio State be aligned as a university community.

CURRENT STATUS

Phase 1, in autumn 2016, developed the scope for spring semester conversations. It included surveys and focus groups of graduate students and graduate faculty from 12 colleges. That work identified three top areas of concern: professional development, diversity and inclusion, and the funding environment.

The spring conversations, Phase 2, included numerous faculty-led conversations on these topics with graduate students, staff, faculty, and administrators from multiple colleges. In addition, 12 facilitated workshops on these topics were held for faculty, staff, and graduate students. These activities focused on where Ohio State is now and where we wish to be in the next decade.

SUMMIT PURPOSE AND GOALS

Based on the conversations to date, targeted areas of success in each of the three topics have been identified. The purpose of the May 3 summit is to further explore these targeted areas and to collectively develop a direction for graduate education a decade out that will inform decisions and actions made by graduate programs, colleges, and the university.

By the end of the summit, participants should be able to summarize the results of the Campus Conversation on Graduate Education to date and will have engaged in identifying targeted areas of success in graduate education at Ohio State in 2027.

MOVING FORWARD

The summit results will be used to develop a final survey, which will be sent to graduate faculty, graduate coordinators, and graduate students. All materials to date—conversations, summit results, and survey results—will be used to produce a final report (Phase 3, summer 2017) that will inform the provost and graduate education stakeholders about the university's future direction in graduate education.





PROFESSIONAL DEVELOPMENT

What kind of development is necessary for which professions? In addition to disciplinary-specific knowledge, graduate students need proficiency in a variety of skills to move successfully into their careers. These careers need to be understood as broad; studies have documented that for most disciplines, 50–70% of doctoral graduates pursue non-academic careers.

Graduate programs do well in preparing students for the core element of an academic profession: scholarship and research. Students gain skills and knowledge such as content expertise, practice/clinical skills, and research techniques. Those who take faculty positions need other skills of the profession, e.g., teaching/pedagogy, course and curriculum design, mentoring, technology, to name a few.

Master's and PhD students who are pursuing careers in industry, public institutions, and government require an ever-broadening set of skills such as networking, communication, team work, project management, ethics, and leadership. It is important to note that these skills also apply to career success in the academic environment, and opportunities to develop them are not regularly available at Ohio State.

AN EXAMPLE OF SUCCESS

Michigan State University provides easily accessible professional and career development programming and resources to their graduate students. This has been a long-standing priority for Michigan State's Graduate School. It has dedicated leadership and staff who build collaborations with units across campus and develop programming for graduate students. MSU provides online and one-on-one career advising, a professional development matrix, PREP (Planning, Resilience, Engagement, and Professionalism), and numerous workshops and other activities. A centralized calendar provides an online gateway to these resources, programs, and events. Another example from MSU is CAFFE (Center for Academic and Future Faculty Excellence), which was created by a NSF Innovation grant and provides discipline-specific planning for faculty careers.

As we envision Ohio State in 2027, we would like to see the following target areas of success:

- Ohio State understands that professional development is integral to high quality graduate degree programs and desirable outcomes.
- All Ohio State career services offices will be open to and able to support graduate students in their career planning and employment searches.
- Ohio State has core professional development resources and programs available to address the needs of graduate students going into academic or non-academic careers.
- Graduate students, faculty, and staff have easy access to these core resources and programs.
- Ohio State unites professional development efforts across units, promotes efficiency, and shares best practices. Colleges and support units (including the Graduate School, Student Life, Office of Diversity and Inclusion, career services offices, Office of International Affairs, etc.) must be part of developing and providing services for graduate students.



DIVERSITY AND INCLUSION

Diversity comes in many forms, including race and ethnicity, gender, sexual orientation, socioeconomics, and rural/urban. Diversity of experiences and perspectives is fundamental to graduate education and the high quality research, scholarship, and advanced practice expected of graduate degree holders.

The low numbers of underrepresented minority students in graduate education emerged as a common thread during the campus conversations. Nationally, underrepresented minorities currently earn just over 20 percent of all bachelor's degrees but earn only 8 percent of graduate degrees. Additionally, underrepresented minority students have lower completion and higher attrition rates than other students. These trends also affect the pipeline for diversification of the faculty and the national workforce.

DEMOGRAPHICS

National racial and ethnic demographics are changing rapidly. It has been widely publicized that the United States will be a majority-minority population by 2043. That demographic shift has already occurred among our youth. Babies of color (1 year or younger) now outnumber non-Hispanic white babies, according to new estimates from the U.S. Census Bureau. Nationally, there are more students of color than white students in our public K-12 schools. By 2025, the number of white and non-white individuals in the 14 to 24 age range will be equal. U.S. demographics show that by 2033, non-Hispanic whites will be the minority of college-age students. If we consider that the average-aged graduate student of 2027 is presently 12 years old and that the demographic switch is already occurring in this age group, we must ask whether we are adequately preparing for the graduate student of the future.

As we envision Ohio State in 2027, we could like to see the following targeted areas of success:

- The demographics of Ohio State graduate students reflect that of the general U.S. population.
- Diversity is a part of departmental-level strategic planning and is a priority when student recruitment, staff, and faculty hiring decisions are made.
- Ohio State acknowledges that diversity needs vary across units and colleges and may include more than race, ethnicity, and gender.
- Ohio State attracts top graduate students from underrepresented backgrounds with highly competitive full-funding packages and a nationally-recognized inclusive, welcoming, and affirming environment.
- Historically underrepresented minorities and international graduate students experience strong mentoring from faculty, staff, and peers.
- Ohio State has an accountability system to provide resources, recognition, and rewards for departments, programs, and faculty who achieve their diversity goals.
- Ohio State provides accurate and easily accessible data to support campus-wide decision making regarding supportive practices for these students.



FUNDING ENVIRONMENT

Today's fiscal environment presents significant challenges for graduate education. Declining state subsidy for higher education institutions has resulted in fiscal challenges for faculty, staff, and graduate students. This has been exacerbated by the continued decline in federal support for research. Those who direct graduate programs must make difficult decisions that affect admissions and student support.

The challenges faced by graduate programs because of declining federal and state fiscal support affect recruitment and admission decisions, program size, stipend support, student loan debt, support for student research/scholarship, and professional development. Graduate students, particularly graduate teaching assistants (GTAs), are supported by funds from tuition and State Support of Instruction. Over half of all Ohio State research is supported by federal funds. At Research I institutions, the role of graduate students in the advancement of research and scholarship is central. Using research funds for graduate student training and development is a core value at Ohio State and peer institutions. A sustainable funding environment is essential to advance research and development.

BEST PRACTICES AND STRATEGY

Best practice strategies and student-centric approaches are needed in the current and future fiscal environment. Ohio State is hindered by complex financial systems and institutional legacies regarding revenue and expenses related to graduate student support. Graduate faculty and staff request more education and clarity about existing financial/budgeting processes and more transparency/simplicity going forward.

There is little evidence to suggest that there will be increases in federal and state funding for graduate education over the next decade. *The Chronicle of Higher Education* suggests R1 institutions are in the best position to withstand risk factors related to the funding environment. Can Ohio State sustain academic achievement in this funding environment? Can Ohio State achieve academic excellence in this funding environment?

As we envision Ohio State in 2027, we would like to see the following targeted areas of success:

- Graduate programs offer full funding packages to doctoral students and a majority of master's students.
- Ohio State operates on a transparent budget model showing the flow of tuition dollars and indirect costs into support for graduate education at the graduate program level.
- Graduate programs receive timely, predictable budgets to allow for informed, targeted recruitment and admissions decisions.
- Ohio State pursues corporate partnerships to support graduate education, including graduate student financial support, externships, internships, and job placement programs.
- Ohio State invests in expertise necessary to support faculty, students, and graduate programs write and submit training and other grants to federal, state, and private organizations.
- Ohio State pursues development and advancement activities specifically targeted to stewarding and raising development dollars that support graduate students and graduate education.



Campus Conversation on Graduate Education **SUMMIT**

PURPOSE

To develop target success areas for graduate education at The Ohio State University for the decade ahead that will inform decisions and actions to help make graduate education even more effective in 2027.

OUTCOMES

At the end of the 2017 Summit on Graduate Education, at Ohio State, participants will

- be able to summarize the results of the Campus Conversation on Graduate Education to date.
- have engaged in identifying target success areas for graduate education at Ohio State in 2027.

AGENDA

8:30 a.m.	Startup, Welcome Table Introductions Prioritizing Proposed Target Success Statements Moving to Actions Wrap-up/Evaluation
12:00 p.m.	Adjourn





TABLE INTRODUCTIONS

ASSIGNMENT

1. Please select a timekeeper and a recorder
2. Please introduce yourself to the others at your table by giving your name, title, and department
3. Then discuss at your table

- **How will graduate students in 2027 be similar to today's graduate students?**
- **How will the 2027 graduate student differ from today's graduate students?**

SURVEY 2

Initiated by Provost Bruce McPheron and organized by the Graduate School, this project is engaging stakeholders in conversation about graduate education for the next decade at Ohio State. Work to date Surveys and focus groups of graduate students and faculty were conducted during autumn 2016, and the scope of the spring 2017 conversations and workshops were identified: professional development, diversity and inclusion, and funding environment. Targeted areas of success in each of the three topic areas were identified and explored during the May 3 summit, which was open to graduate faculty, students, and staff associated with the graduate programs. The summit is the basis for this final survey, which is being sent to all graduate faculty, graduate program coordinators, and 5000 graduate students. A final report will be produced during summer 2017. That report will inform the provost and graduate education stakeholders about Ohio State's future direction in graduate education.

Instructions: Please review the target goals listed for each of three priority areas for graduate education. Consider the urgency with which each target area of success must be addressed. Three timeframe options are provided: Now, 5 Years, 10 Years, or you may designate an item as Relatively Unimportant for graduate education at Ohio State. Please select one timeframe option for each item by clicking on the respective radio button. As the survey aims to help guide future efforts, no more than three items can be selected for a single timeframe. The Relatively Unimportant selection is unlimited. All survey responses are confidential. Only summaries of responses will be used in the final report and for planning purposes within the University.

Diversity and Inclusion: Of the following target goals, what is the timeframe?

	NOW	5 YEARS	10 YEARS	RELATIVELY UNIMPORTANT
The demographics of Ohio State graduate students reflect those of the general U.S. population.
Diversity is a part of departmental-level strategic planning.
Diversity is a priority when student recruitment decisions are made.
Ohio State acknowledges that diversity may extend beyond race, ethnicity, and gender to meet the needs of academic units.
Ohio State attracts top graduate students from underrepresented backgrounds with highly competitive full-funding packages.
Ohio State is nationally-recognized for having an inclusive, welcoming, and affirming environment for all members of its university community.
Historically underrepresented minority graduate students experience strong mentoring.
Ohio State rewards faculty achievement of diversity goals.
Ohio State makes accurate data accessible to support campus-wide decision making regarding supportive practices for diverse graduate students.

Professional Development: Of the following target goals, what is the timeframe?

	NOW	5 YEARS	10 YEARS	RELATIVELY UNIMPORTANT
Ohio State includes professional development as an integral component of high-quality graduate degree programs that achieve desirable outcomes.
All Ohio State career offices support graduate students in their career planning.
All Ohio State career offices support graduate students in their employment searches.
Graduate students pursuing academic careers have easy access to core professional development support.
Graduate students have easy access to non-academic career programs buttressed by core professional development support.
Units across Ohio State unite their professional development efforts, sharing best practices across the campus.
All units invested in graduate student success work together in providing resources to meet the needs of graduate students.

Funding Environment: Of the following target goals, what is the timeframe?

	NOW	5 YEARS	10 YEARS	RELATIVELY UNIMPORTANT
Graduate programs offer full-funding packages to doctoral students.
Graduate programs offer full-funding packages to a majority of master's students.
Ohio State operates on a transparent budget model showing how graduate education is supported at the program level.
Graduate programs receive predictable budgets in a timely manner to inform program decision-making.
Ohio State pursues corporate partnerships to support graduate education in various ways (e.g., financial support, externships, internships, job placement programs, etc.).
Ohio State invests in the expertise necessary to support grant-seeking efforts from a range of funding sources.
Ohio State pursues advancement activities specifically targeted to support graduate education across the board.

PARTICIPANTS

FRAMING COMMITTEE

Cheryl Achterberg

Dean
College of Education and Human
Ecology

Mike Boehm

Vice Provost for Academic and
Strategic Planning

Janet Box-Steffensmeier

Divisional Dean
Social and Behavior Sciences

Pat Green

Associate Dean
College of Veterinary Medicine

Joanna Groden

Vice Dean
College of Medicine
Administration

Scott Herness

Interim Vice Provost and Dean
Graduate School

Randy Moses

Associate Dean
College of Engineering

Carol Whitacre

Vice President
Office of Research

Susan Williams

Vice Dean
College of Arts & Sciences

PHASE 1 WORKING GROUP

Cynthia Carnes

Professor
Pharmacy

Tamara Davis

Associate Professor
Social Work

Rich Petty

Distinguished University
Professor
Psychology

Andrea Serrani

Professor
Electrical and Computer
Engineering

EX OFFICIO

Scott Herness

Interim Vice Provost and Dean
Graduate School

Amy Ferketich

Faculty Fellow
Graduate School

Roland Loup

Organizational Consultant

Tom Mitchell

Faculty Fellow
Graduate School

DIVERSITY AND INCLUSION WORKING GROUP

Michele Balas

Associate Professor
Nursing

Susan Cole

Associate Professor
Molecular Genetics

LaTonia Stiner-Jones

Assistant Dean
Engineering

Enrico Bonello

Professor
Plant Pathology

Darryl Hood

Associate Professor
Public Health

Barbara Warren

Professor
Nursing

Cynthia Carnes

Professor
Pharmacy

Karen Irving

Associate Professor
Teaching & Learning

Ajit Chaudhari

Associate Professor
Health & Rehabilitation Sciences

Mira Katz

Professor
Public Health

FUNDING ENVIRONMENT WORKING GROUP

Marcello Canova

Associate Professor
Mechanical and Aerospace
Engineering

Jeffrey Ethier

Graduate Research Associate
Chemical and Biomolecular
Engineering

Andy Hartwick

Associate Professor
Optometry

Heather Chandler

Associate Professor
Optometry

Ben Givens

Associate Professor
Psychology

Bob Holub

Professor
Germanic Languages

PROFESSIONAL DEVELOPMENT WORKING GROUP

Kristy Browning

Assistant Professor
Nursing

John Freudenstein

Professor
Evolution, Ecology, and
Organismal Biology

Tracy Walterbusch

Graduate Associate
Vice President, Council of
Graduate Students
Educational Studies

Graham Cochran

Professor
OSU Extension

Alan Kalish

Director
University Center for the
Advancement of Teaching

Valerie Williams

Professor
African American & African
Studies

Nancy Ettlinger

Professor
Geography

Kirk McHugh

Professor
Anatomy

Celia Wills

Associate Professor
Nursing

Michael Freitas

Associate Professor
Biology & Genetics

Jessica Riviere

Instructional Consultant
University Center for the
Advancement of Teaching

