

Possible Futures in Graduate Education: Shaping the Future You Want

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Concordia University

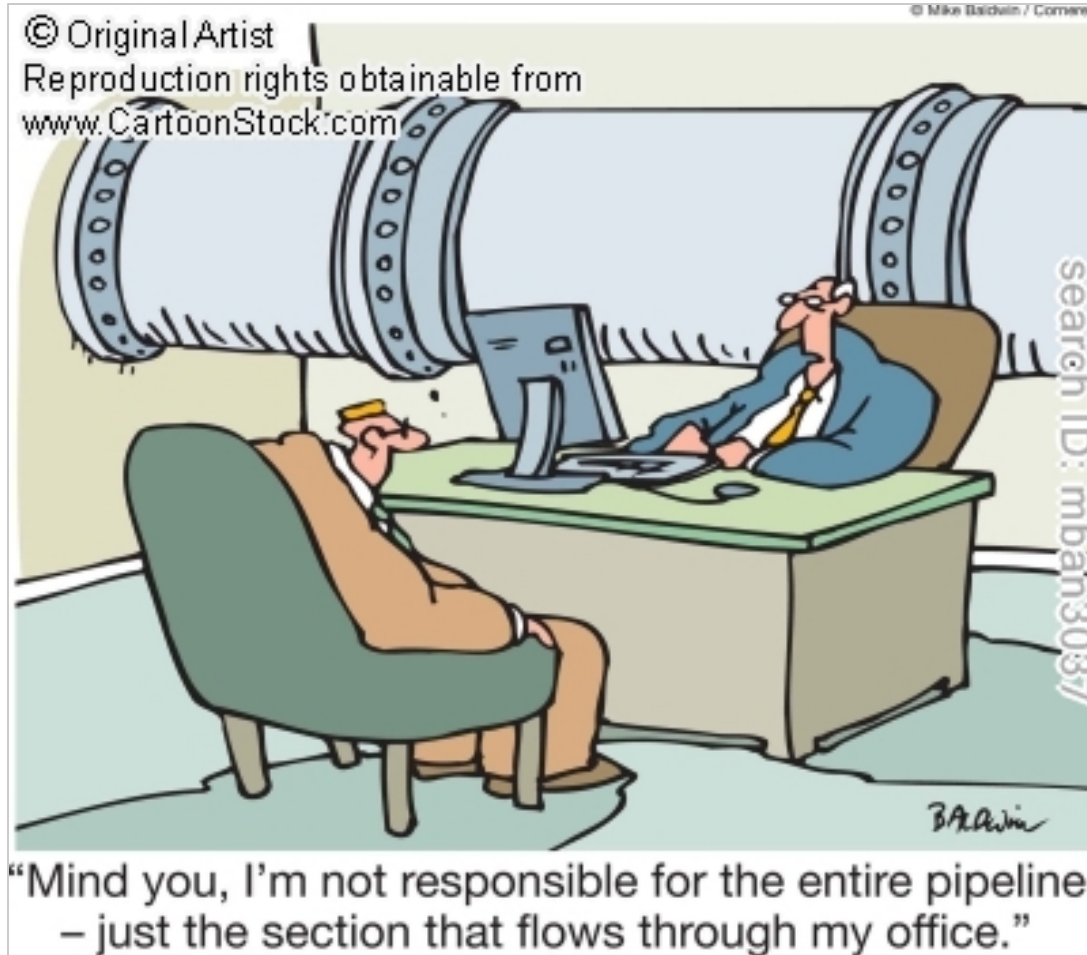
Montreal, Quebec, Canada

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Profile of the Successful Graduate School 2025

- Broad faculty investment in strong research and effective mentoring of students
- Comprehensive system for tracking career outcomes of graduates
- Established routines for using feedback to improve programs
- Curricula that produce globally competent graduates

Accountability



Mentoring is Omnipresent

Mentoring is omnipresent in graduate education because all relationships between faculty and students are a form of mentoring, but effective mentoring is not!

U.S. Research Confirms Good Mentoring Impacts:

- Retention
- Degree Progress
- Student Satisfaction
- Research Productivity
- Clear Academic Expectations
- Degree Completion
- Professional Development

Department/University Role in Mentoring

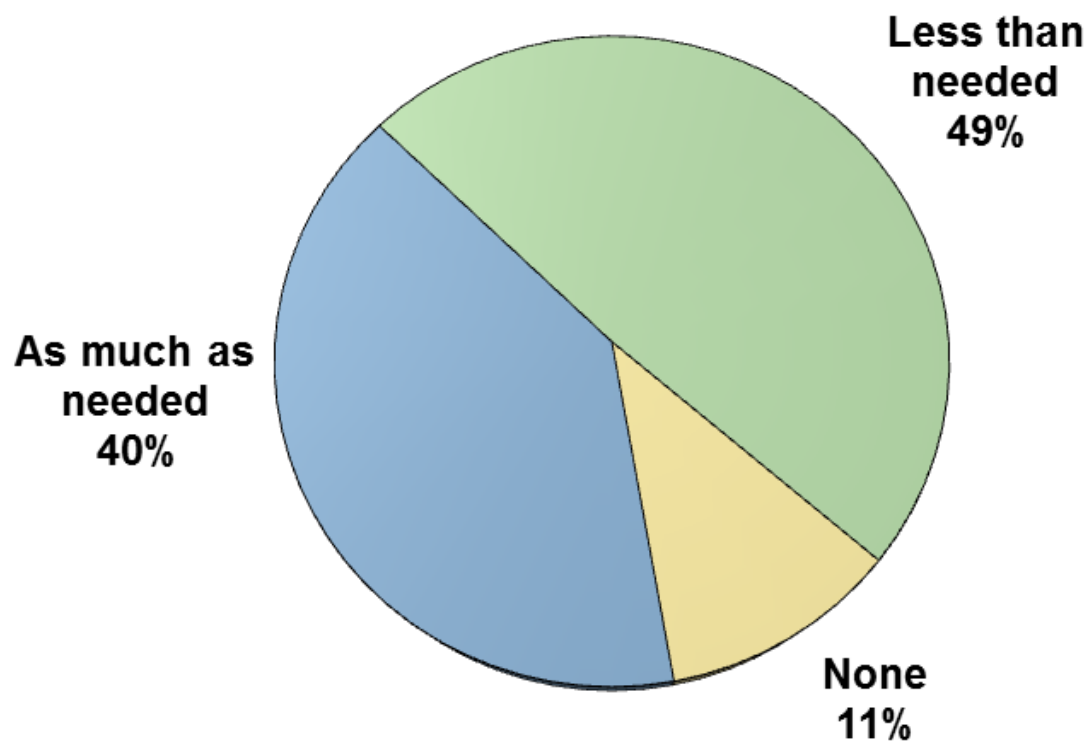
- Orientation session for students (and faculty)
- Student handbook outlining benchmarks, milestones, expectations
- Assign first year advisor
- Annual review of student progress
- Support professional socialization
- Evaluate mentoring in faculty performance
- Reward excellent mentoring

Successful Graduate Schools in 2025 Will: Track Career Outcomes of Graduates

Students Lack Information on Career Outcomes

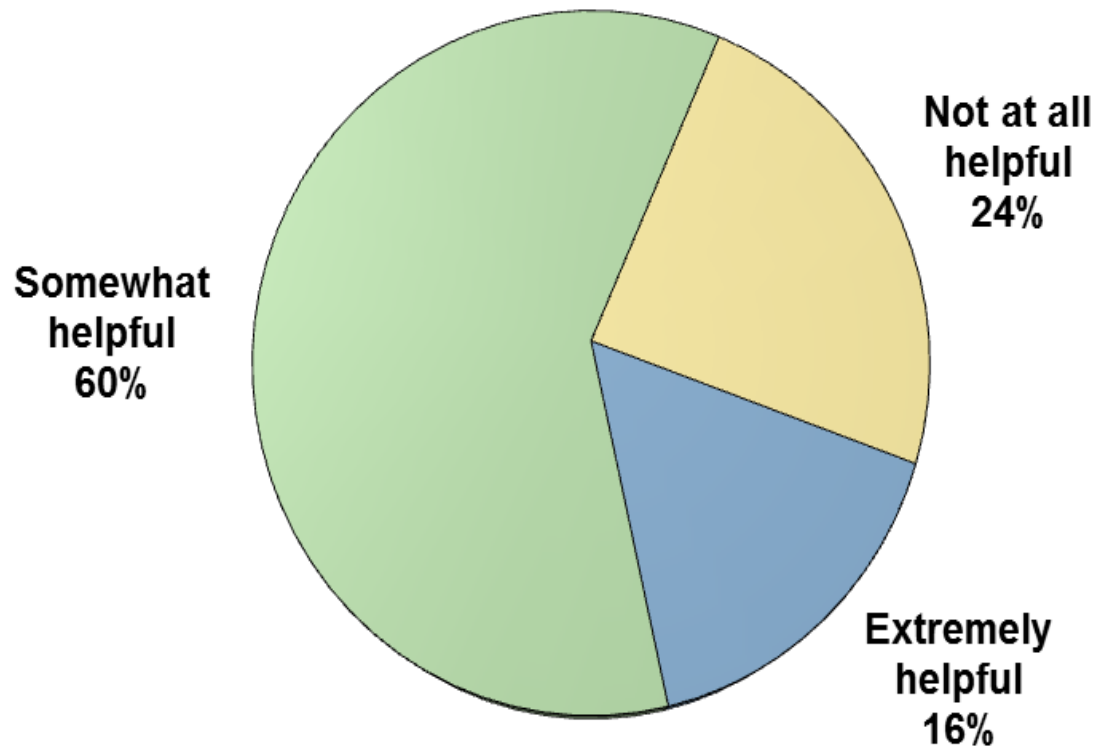


When you were considering graduate school, how much information did you receive about potential careers?



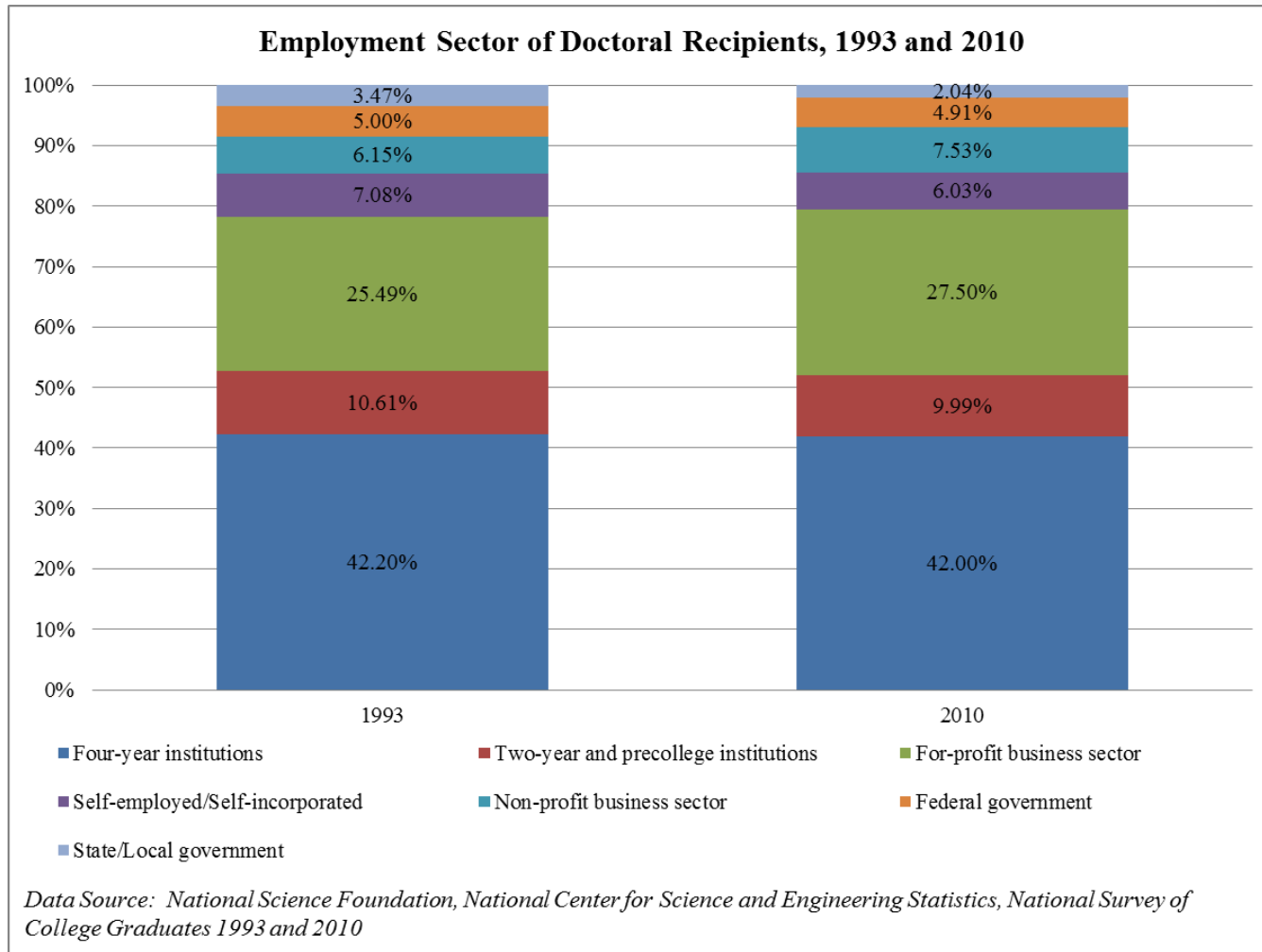
Source: ETS-CGS Pathways Project Student Survey, 2012

When you were considering graduate school, how helpful was the information you received about potential careers?



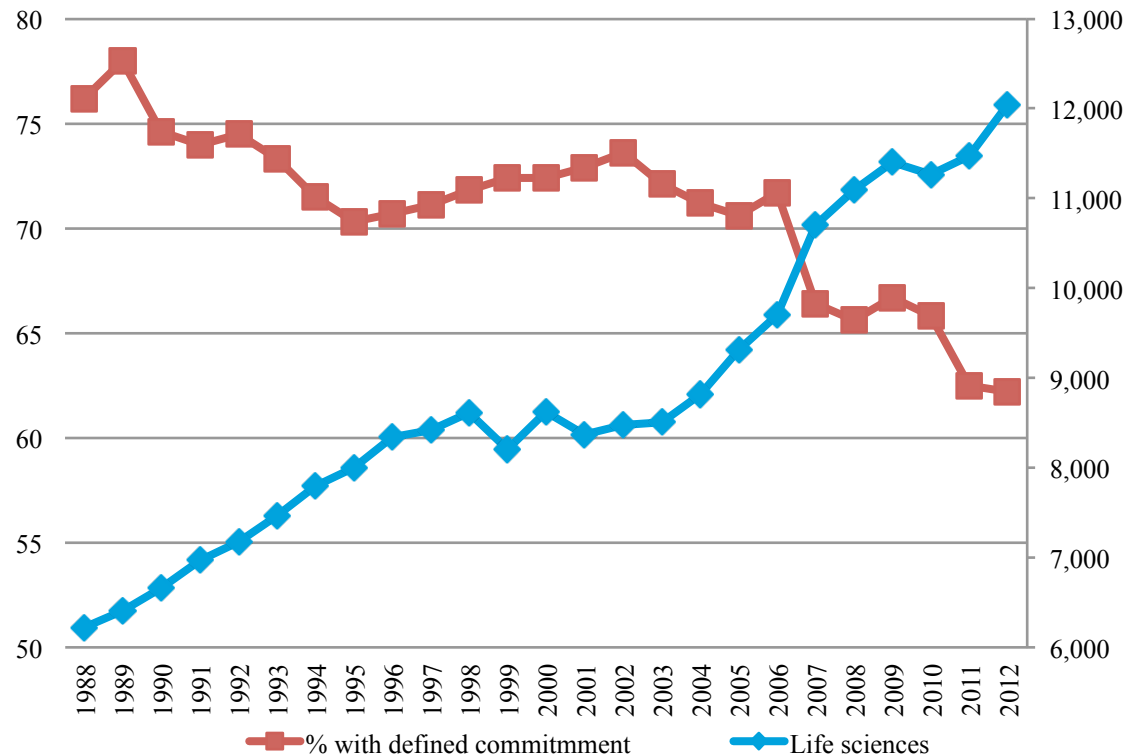
Source: ETS-CGS Pathways Project Student Survey, 2012

Pattern of PhD Placement



Obscure Career Pathways Create Mismatch

Percentage of Life Sciences Doctorate Recipients with Defined Commitment for Employment or Postdoctoral Study and Number of Doctorate Recipients, 1988-2012



Data Source: National Science Foundation, Survey of Earned Doctorates

Doctoral students' career expectations: Principles and Responsibilities. The Royal Society, 2014 (royalsociety.org)

- Raise awareness of issues in managing PhD career expectations
- Offer possible solutions
- Encourage HEIs to implement solutions

Successful Graduate Schools in 2025 Will: Establish Routines for Using Feedback to Improve Programs

Are We Aligning Education with Skills Sets Required?

Students Perceived Importance and Level of Preparedness Across Skills

| Skill | Very important | Very prepared |
|--|----------------|---------------|
| Creativity | 55% | 39% |
| Oral communication | 83% | 54% |
| Teamwork | 72% | 47% |
| Resilience | 67% | 47% |
| Planning and organization | 78% | 52% |
| Ethics and integrity | 75% | 54% |
| Technological comfort and savvy | 50% | 39% |
| Publications | 20% | 30% |
| Research skills | 38% | 56% |
| Writing skills | 70% | 66% |
| Analysis/synthesis of data | 65% | 62% |
| Teaching and training | 45% | 38% |

Graduate Studies Professional Development Programs Operated through Canadian Graduate Schools

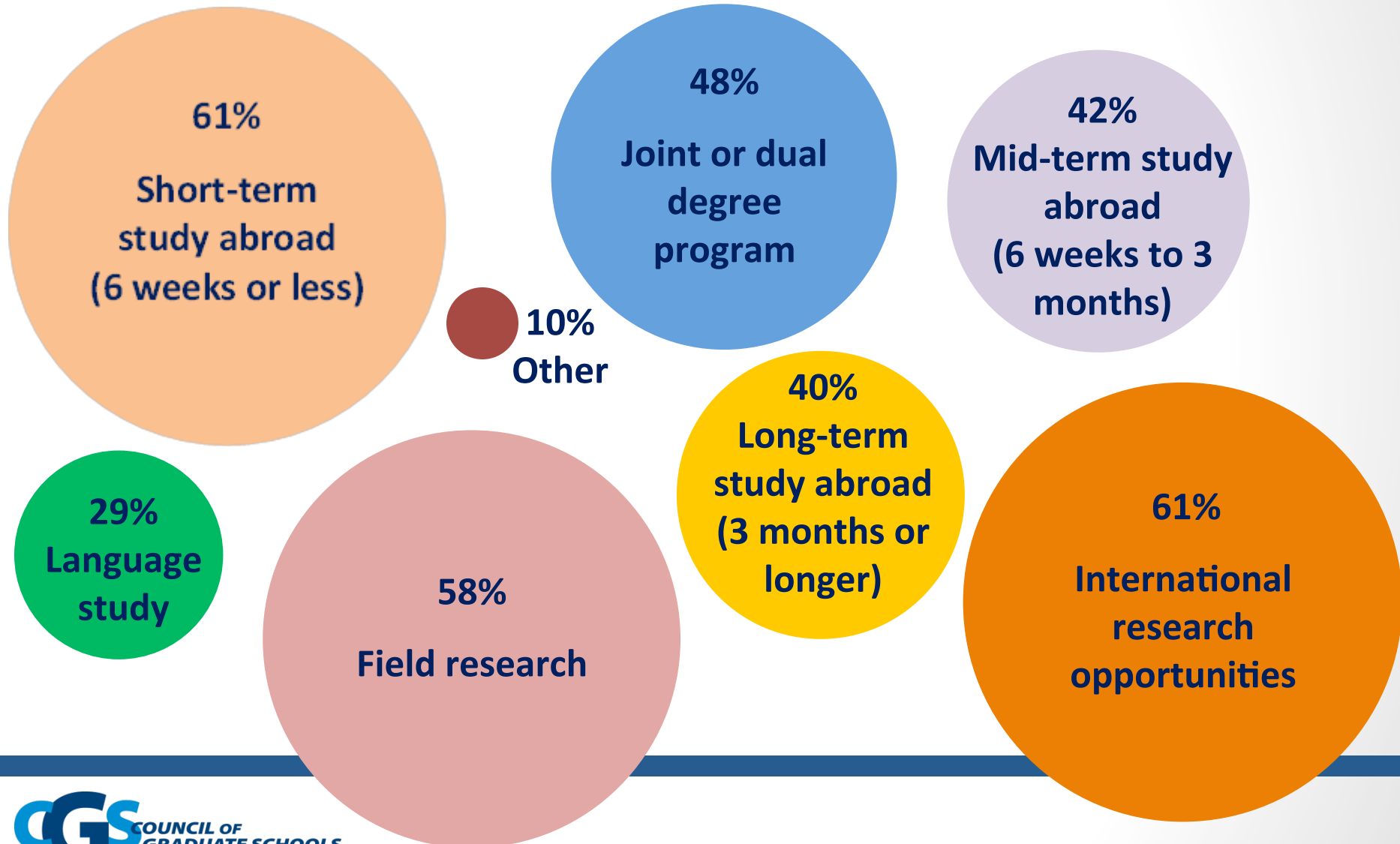
- Concordia University: GradPro Skills
- Univ. of British Columbia: Graduate Pathways to Success
- McGill University: SkillSets
- Memorial University: EDGE
- Queen's University: Expanding Horizons
- University of Toronto: Graduate Professional Skills
- Victoria University: Pathways to Success
- Western University: 360°
- Brock University: GradPlus
- University of Ottawa: Attitude

What Kind of Professional Development is Needed by Graduates of Program X?



Successful Graduate Schools in 2025 Will: Produce Globally Competent Graduates

Main Vehicles for International Graduate Experiences for All Institutions



How do US graduate schools promote global competence?

- International experiences more dominant in Research Universities
- Research related experiences dominate across the board
- Major barriers \$ and family related
- Quality metrics not unique to international, but contribution of international experiences to conventional quality metrics recognized

