HOT ISSUES

in Graduate and Professional Education

ETS & You — Collaborating on Future Solutions

The graduate community's evolving goals and needs require solutions that are different from those that worked well in the past. In our conversations with hundreds of stakeholders from the graduate community, we've consistently heard that improving program completion, diversity and inclusion are critical issues. As much as we believe in the valuable role of a standardized, objective measure in the admissions process, we also understand that programs need more than *GRE*® test scores to achieve these goals.

As a progressive, nonprofit educational research organization, ETS is uniquely positioned to collaborate in bringing forward new solutions — whether they are ETS owned, shared or supported. Many thanks to those of you who have helped and continue to help us understand the many challenges to program and student success across disciplines. We intend to collaborate with you to research, develop and refine solutions to these challenges — starting with the admissions process and extending throughout all facets of the graduate student life cycle.

To be successful, we need your insights and participation in influencing the design of tools and research, prototyping solutions and assessing their efficacy. Though ETS and the *GRE*® program have always taken pride in being well connected to the graduate community through our collaborative research, market studies, on-campus engagements, conferences and the GRE Board of 18 graduate school deans and leaders, we are excited to add three additional channels. These additions are intended to foster learning, collaboration and the development of meaningful solutions. They include:

- **Graduate Education Subject-matter Experts** — Four ad hoc committee members will attend the Joint Services Committee and the Diversity, Equity and Inclusion Committee meetings of the GRE Board. These scholars are renowned advocates for access and equity, holistic admissions, retention strategies that work, and the improvement of outcomes for first-generation, low-income and underrepresented students. They will assist the GRE program in providing feedback on pre-admissions and admissions processes; diversity and inclusion; and readiness and success in graduate education.

- **Graduate Community Advisors** — On behalf of the GRE program's newly formed Office for Graduate Education Engagement, five well-known leaders in the community will dialogue with faculty, programs and institutions to gain insights into the needs across the student life cycle. They're seeking insight and advice on what ETS can provide that will help graduate programs facilitate their recruitment, application and admissions processes, as well as ongoing challenges around diversity, inclusiveness and student success.

- **Panels of Graduate Education Experts** — GRE program representatives will engage with faculty from key academic disciplines and other graduate admissions stakeholders to determine needs and opportunities, conduct problem/solution interviews, perform experiments to test initial hypotheses and drive toward solutions.

It's an exciting time for us at ETS. We're on the cusp of strengthening our collaborative efforts with the graduate community, as well as the collaborative development of forward-thinking solutions for graduate readiness and success in the 21st century.

Sincerely,

David G. Payne is Vice President and COO of Global Higher Education at ETS.

Interested in collaborating? Send an email to gretests@ets.org to connect with us.

Introduction

The importance of graduate and professional education can't be overstated. Through graduate schools, and law, medical and business schools, universities educate the future leaders of our society: professors, lawyers, doctors and business leaders. Universities also hope (where they can) to make money.

The articles in this booklet explore the ways that universities are striving to improve their graduate and professional programs. In doctoral programs, there is increased emphasis on mentoring programs, for example. In law schools, the hybrid model offers the opportunity to rethink the curriculum.

Inside Higher Ed will continue to track these issues. We invite your comments on these articles and your ideas for future coverage.

--The Editors
editor@insidehighered.com

News

A selection of articles by *Inside Higher Ed* reporters

Grad Enrollment: Gains at Home, Losses Abroad

By Colleen Flaherty // October 8, 2019

New graduate school enrollments continue to fall among international students, but underrepresented U.S. minority enrollments are way up.

Graduate school applications were up 2.2 percent year over year in 2018, and first-time enrollments increased 2.1 percent across institution types, according to a new report by the Council of Graduate Schools and the Educational Testing Service.

The groups were especially pleased to see higher increases in first-time enrollments among people of color, including Latinx (6.8 percent), black (3.5 percent), Asian (6.2 percent) and Native American students (8.3 percent).

Over all, 24.1 percent of all first-time enrollees who were U.S. citizens and permanent residents in fall 2018 were underrepresented minorities. Hironao Okahana, associate vice president, research and

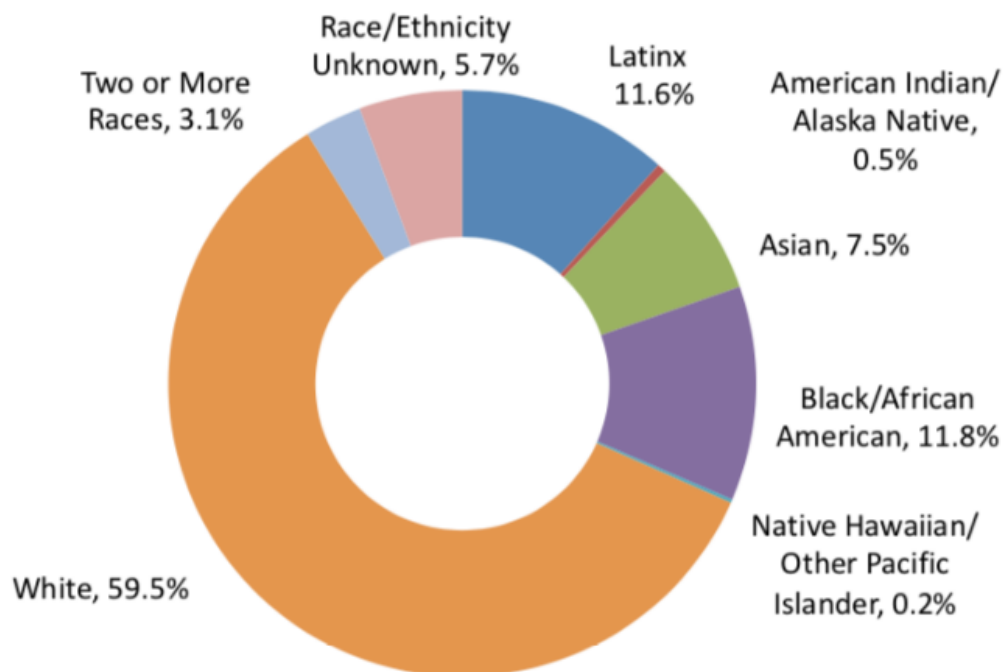policy analysis at the council, attributed those gains to increased attention to diversity on many campuses.

"Graduate schools are prioritizing recruitment of traditionally underrepresented students and are eager to diversify their programs," he said Monday. And while the increases "are a good start," he added, "we must work to further support [underrepresented] students in their path to graduate school and beyond."

Those sentiments echo scholars and advocates who say that

keeping underrepresented minority students in graduate school and academic jobs depends not so much on recruiting as on attention to inclusion and climate thereafter. And the council's report notes that Native American, black and Latinx graduate students remain underrepresented in the natural sciences, technology, engineering and math, in particular.

First-time enrollments among international graduate students continued to fall in 2018, by 1.3 percent. International enrollments have fall-

Figure 4. U.S. citizen and permanent resident first-time enrollment by race/ethnicity, Fall 2018

Race/Ethnicity Unknown, 5.7%
Latinx 11.6%
American Indian/ Alaska Native, 0.5%
Two or More Races, 3.1%
Asian, 7.5%
Black/African American, 11.8%
White, 59.5%
Native Hawaiian/ Other Pacific Islander, 0.2%

Source: 2018 CGS/GRE Survey of Graduate Enrollment & Degrees, Table B.11

en each year for the last three years, after a period of significant growth.

Suzanne Ortega, council president, said that drop hurts even domestic students, who benefit from training alongside international students, "as we move to an increasingly globalized economy and workforce."

International students also make "important contributions to graduate education and research and the U.S. economy," she added in a news release.

Asked if the Trump administration's stance on immigration is playing a role, Okahana said that global student mobility "is a complex phenomenon." Many factors, such as the economy, workforce needs and availability of graduate education options at home and abroad influence international students' decisions about where to study. But U.S. "policies and politics are certainly a part of the equation," and the council continues to monitor both closely.
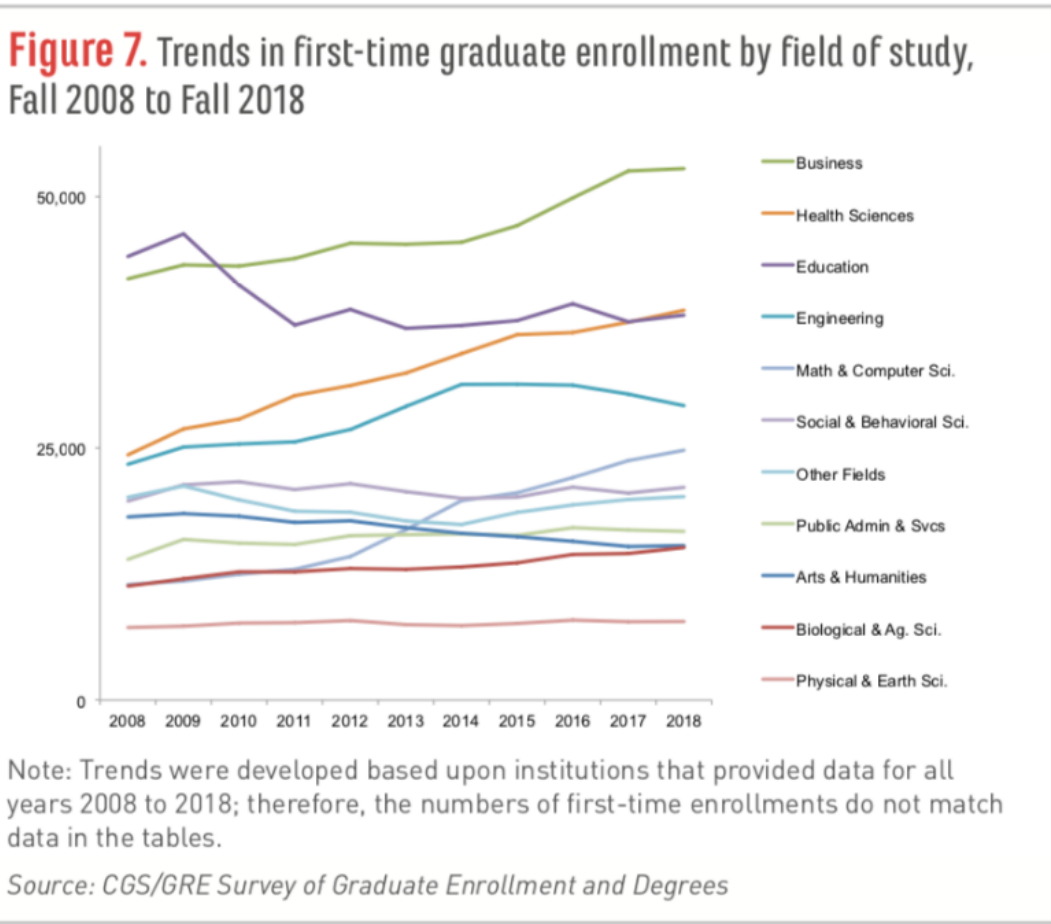
By field, engineering seems to be most affected by the drop in international students. Applications and first-time graduate enrollments in that broad discipline declined 6.9 percent and 4.6 percent last year, respectively. Most of what the report calls "volatility" was at the master's degree level.

Still, engineering programs received the most applications for any field in 2018, at 284,512.

The biggest increases in first-time enrollments otherwise seem to reflect long-term trends and industry needs, as projected by the Bureau of Labor Statistics.

Math and computer science enrollments jumped 4.3 percent year over year, and health sciences enrollments increased by 3.3 percent. Over the last decade, according the report, first-time enrollments in math and computer science increased by 11 percent and the health sciences by 6 percent.

Enrollments in education pro-

Figure 7. Trends in first-time graduate enrollment by field of study, Fall 2008 to Fall 2018

Note: Trends were developed based upon institutions that provided data for all years 2008 to 2018; therefore, the numbers of first-time enrollments do not match data in the tables.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

grams also increased 3.2 percent year over year. In good news for the arts and humanities, there was virtually no year-over-year change in first-time enrollments, either at the master's or doctoral level. In contrast, the last five years saw average annual decreases of 2.3 percent and 1.2 percent, respectively.

Asked about this, Okahana was cautiously optimistic. While year-to-year changes alone don't constitute a trend, he said, it's "possible that we're seeing a flattening in the decline." The council -- and, most likely, various professional organizations -- will continue to watch these num-

bers in future admissions cycles.

More than 1.8 million graduate students enrolled in degree programs in 2018. As always, the majority (74 percent in 2018) joined master's programs. Nearly 60 percent of first-time master's degree enrollees were women, as were about 54 percent of doctoral program enrollees.

Business, education and health sciences -- the biggest broad fields of study -- had the biggest share of part-time students. The largest one-year increases in applications to doctoral programs were in math and computer science (18.6 percent)

and public administration and services (12.9 percent). Applications to master's degree programs saw the biggest jumps in the social and behavioral sciences (9.3 percent) and math and computer sciences (5.4 percent).

Of the gradate degrees and certificates awarded in 2017-18, 62 percent were from public institutions, 34 percent from private institutions and about 4 percent from for-profits. This year's report includes data from 589 institutions. ∎

Three Key Trends in
Graduate School Admissions

By *Alberto Acereda*

Graduate school programs are seeking to increase the volume, quality and diversity of applicants through a more equitable admissions process. Here are a few of the trends I believe are most important to informing the practices of today's admissions professionals.

Transparent and Intentional Admissions Processes

One needs to look no further than the national news cycle to know that admissions processes are under intense scrutiny. Students want more transparency in how the process is carried out and how applications are weighed to inform admissions decisions. A 2018 study by the Council of Graduate Schools urged institutions to be more transparent about their admissions processes. This includes openly communicating to prospective students the definition of program success, the weight assigned to various attributes considered to be predictive of success and the role of these attributes when making admissions decisions.

These steps are all part of holistic admissions, in which all admissions processes are aligned to institution and program goals and all applicants are considered for everything they can bring to a program. ETS has published a set of holistic admissions practices based on 71 interviews with graduate deans, faculty and staff, as well as a discussion guide to help programs interested in starting conversations on their campuses about aligning processes with goals. A transparent and holistic admissions process is not only inherently fairer to the applicant, but it can position your program to clearly communicate with prospective students and admit those who can help your program be successful.

Inclusive On-campus Environments

Much of the current conversation around graduate admissions is focused on strategies for increasing diversity. These conversations are essential, and we can learn from programs that are doing this successfully, such as the University of Texas at Austin and The University of North Carolina at Chapel Hill. These programs and others not only design their admissions

processes to align with the goal of increasing diversity, but also work to create inclusive on-campus environments. Much of the conversation at ETS's Strategies for Increasing Graduate Program Diversity Symposium focused on highlighting data-driven strategies for supporting and retaining underrepresented students. These resources require investments in the form of funding, personnel and time. But it's worth it because institutions are realizing that the return can yield increased completion rates, especially among members of underrepresented groups.

Measuring "Intangibles"

Speaking of completion rates, it should come as no surprise that graduate programs are seeking tools and data that will best allow them to predict the future success of a student. GPA and *GRE®* test scores do a good job of indicating cognitive skills. But to get a better idea for everything a candidate can offer, programs are also looking for measures of noncognitive skills, or personal attributes, which can be harder to measure. With this challenge in mind, ETS has partnered with the Yale School of Management over the last five years to pilot a new behavioral assessment that measures interpersonal and intrapersonal attributes that the GRE test is not designed to capture. Many programs are already discussing the importance of incorporating noncognitive measures and tools like this may help to meet that need in the future.

As with any trend or new idea, gathering data and doing the research are the best ways to ensure you're moving in the right direction. You have a partner in ETS, which is committed to helping you improve quality and diversity in graduate education.

For more information about the latest ETS research, visit **ets.org/research** or download the publication *ETS Research Agenda: Big Educational Challenges*. For more information about holistic admissions practices, visit **holisticadmissions.org**.

Alberto Acereda is Executive Director of the Higher Education Division at ETS.

Content provided by ETS.

'No Singular Pathway'

By Colleen Flaherty // August 1, 2019

New data from Council of Graduate Schools show nonlinear career paths and cross-sector movement among Ph.D.s three, eight and 15 years postgraduation, with implications for graduate training.

We still know surprisingly little about Ph.D. career pathways. So the Council of Graduate Schools' data-collection effort on Ph.D. outcomes continues to yield valuable information. This time, the information is about recent jobs changes among Ph.D.s.

The council's new research brief -- the fourth since it began releasing data on its Ph.D. Career Pathways project last year -- says that many Ph.D.s switch jobs in their early careers and even into midcareer. That could reflect postdoctoral training opportunities, the brief says, but it also "signals that earning a Ph.D. is just the beginning of one's career, and job changes continue throughout the next 15 years in the workforce."

In other words, according to the council, "a first job is certainly not the last job. This underscores the importance of preparing Ph.D. students not only for their first job searches but also for preparing

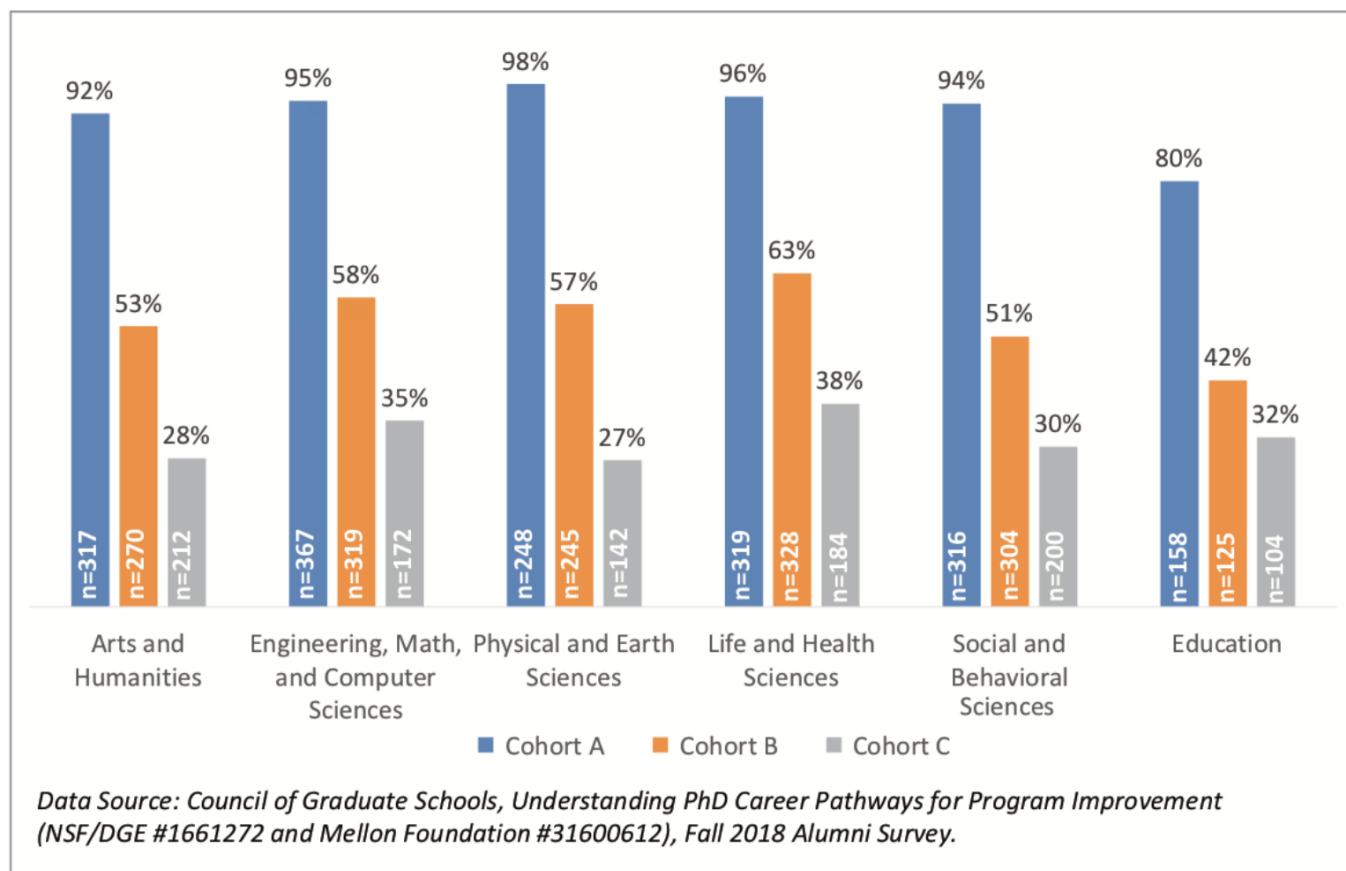them to navigate different job opportunities and careers as a whole."

Some Ph.D.s move between academe and business, government and nonprofit work, and their career pathways are "not always linear, through a single employment sector."

Nor are they unidirectional, as some Ph.D.s move from outside academe to faculty and administrative positions. So Ph.D. programs should help prepare students to navigate job opportunities and understand the value of their degrees

across across sectors.

There is "no singular pathway to faculty and administrative positions at colleges and universities, even if this fluidity is more pronounced in some fields than in others," reads the council's new brief, which divides Ph.D.s into cohorts: those who earned their doctorates three years ago (Cohort A), eight years ago (Cohort B) and 15 years ago (Cohort C). The council focused on job changes within the last three years to determine which cohorts were most job-mobile.

Figure 1. Share of PhD Holders who Started Their Current Jobs within 3 Years by Cohort and Selected Broad Fields of Study

Data Source: Council of Graduate Schools, Understanding PhD Career Pathways for Program Improvement (NSF/DGE #1661272 and Mellon Foundation #31600612), Fall 2018 Alumni Survey.

Unsurprisingly, almost all respondents who earned their Ph.D.s three years ago changed jobs within those last three years: in every broad field of study except education, over 90 percent of Ph.D.s indicated that they switched to their current jobs within the last three years. Education Ph.D.s in this cohort switched recently, too, just at a lower rate -- 80 percent (CGS assumes that more education Ph.D.s held jobs while pursuing their doctorates than the cohort as a whole).
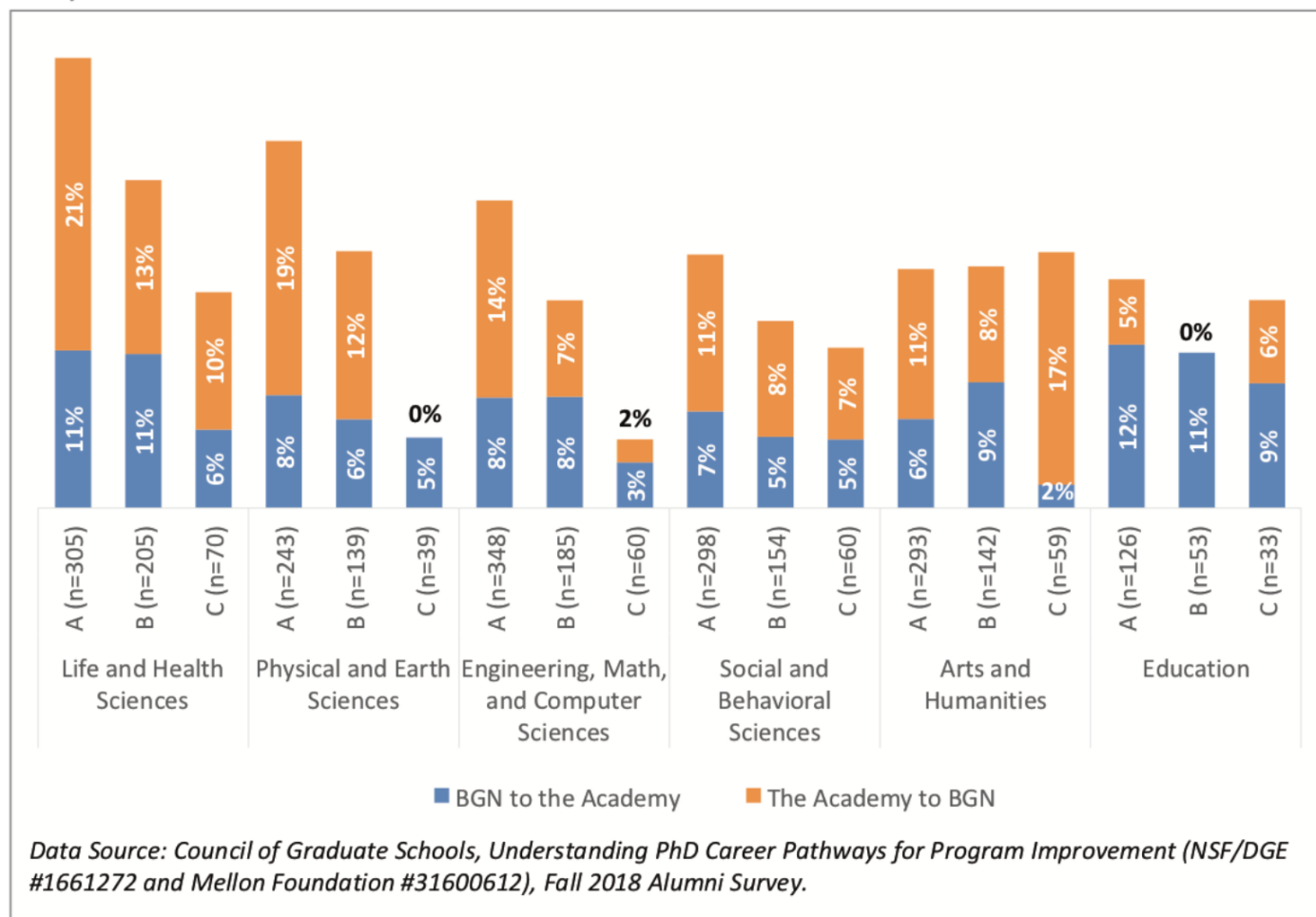
Fewer Ph.D.s who graduated 15 years ago changed jobs recently. In every broad field except life and health sciences -- where there was more movement -- about one-third of these respondents said they changed jobs within the last three years. Most respondents moved to jobs within the same sector.

Over all, most intersector job changes among science, math, technology and engineering Ph.D.s occur in the three years after graduation. Thirty-two percent of life

and health sciences Ph.D.s, 27 percent of physical and earth sciences Ph.D.s, and 22 percent of engineering, math and computer science Ph.D.s who graduated three years ago have moved between business, government and nonprofits and academe.

In the arts and humanities, movement across sectors within the last three years was consistent across all groups of graduates (three, eight and 15 years out), at 17 to 19 percent. The majority of all the moves

Figure 2. Share of PhD Holders who Moved between the Academy and Business/Government/
Non-profit (BGN) Sectors in the Most Recent Changes of Their Jobs by Selected Broad Fields of
Study and Cohort

Data Source: Council of Graduate Schools, Understanding PhD Career Pathways for Program Improvement (NSF/DGE #1661272 and Mellon Foundation #31600612), Fall 2018 Alumni Survey.

happened in one direction: from academe to outside. The most moves to academe from other sectors happened for education Ph.D.s.

The majority of Ph.D.s in both the three- and eight-year cohorts who moved into academe moved into faculty positions. The 15-year cohort respondents were more likely to move into administrative jobs.

Data are based on the council's Career Pathways Project Fall 2018 Alumni Survey. The questionnaire was sent to Ph.D.s three, eight and
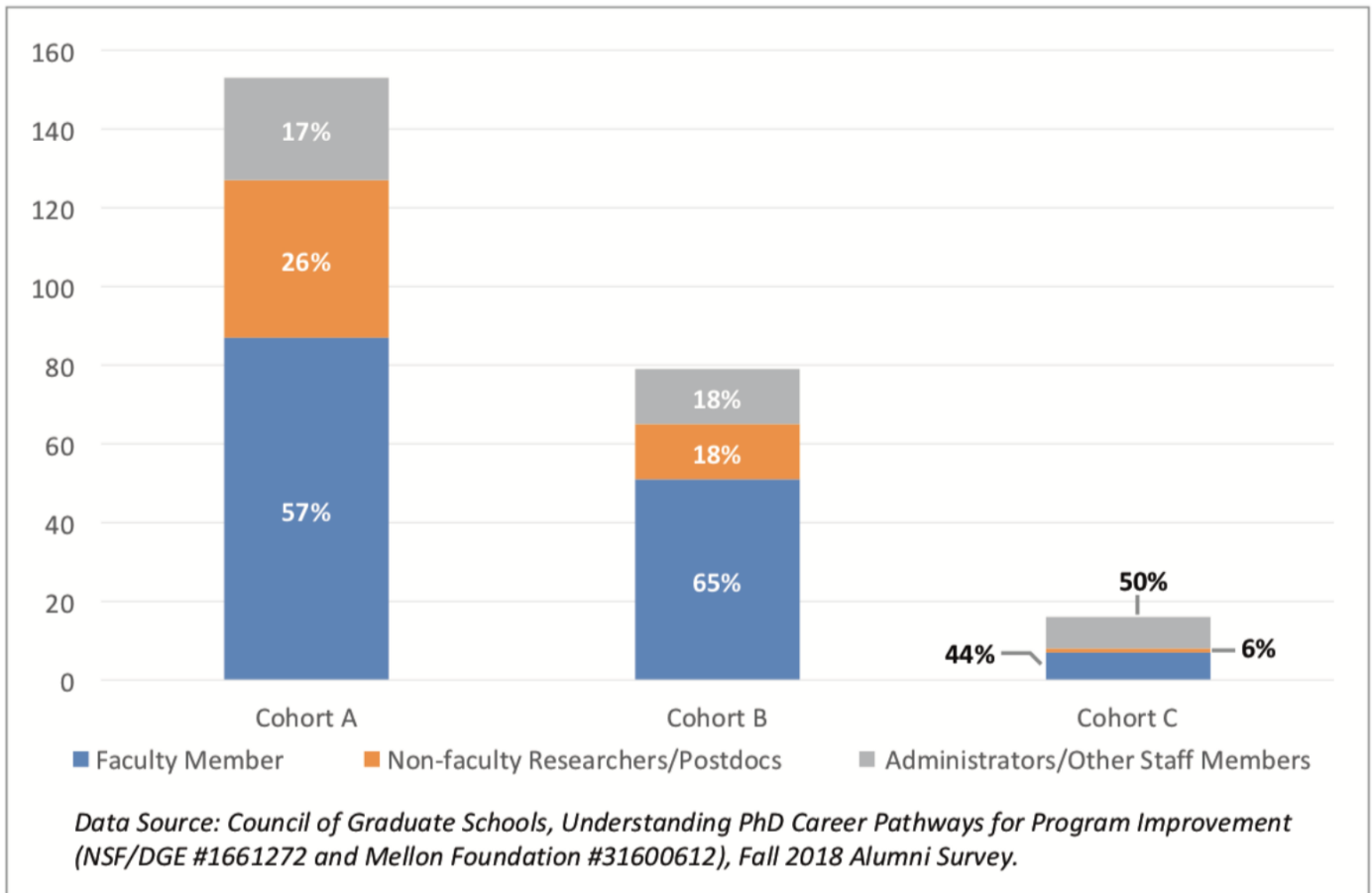
15 years post-Ph.D. in selected programs at 51 institutions. Universities administered the survey and shared the results with the council, making for 4,766 respondents total.

The council's brief includes "conversations starters" for Ph.D. programs, to "ensure that career diversity is seen and celebrated. Culture change happens incrementally and requires active participation of students, faculty and administrators."

A good first step is understanding "how your campus community com-

municates about career options for Ph.D.s," the council says. Some related questions for graduate school staff members and program directors and unit deans, among others, include, "What kind of professional development opportunities does your institution provide Ph.D. students to help them imagine and navigate into their second jobs and beyond?" and "What kind of resources and guidance does your institution offer to faculty members and advisers, so that they talk to their

Figure 3. Share of PhD Holders who Moved from BGN Sectors to the Academy by Cohort and Current Job Types

Data Source: Council of Graduate Schools, Understanding PhD Career Pathways for Program Improvement (NSF/DGE #1661272 and Mellon Foundation #31600612), Fall 2018 Alumni Survey.

students about a range of job opportunities and career pathways for Ph.D. holders?"

Suzanne Ortega, president of the council, said Wednesday that Ph.D. career pathways "are less linear than is often supposed," with movement across sectors among all alumni groups.

As for the Ph.D. Pathways project as a whole, Ortega said that more universities contributed data to this year's survey than even last year's, "and we continue to see a high lev-el of interest" from member institutions.

Beyond graduate programs, professional organizations want more information about what Ph.D.s end up doing, for how long and where. Some have started their own data-collection efforts. The Association of American Universities also launched the Ph.D. Education Initiative, in part to promote data transparency on these issues.

Steven R. Smith, executive director of the American Political Sci-ence Association, said his organization has been spending a lot of time thinking about Ph.D. pathways.

Currently, he said, the APSA has good data on job placements a year after Ph.D. completion. But it would like to investigate further and might apply for a grant to do so in the coming months. He called the council's new brief "informative and timely," especially "given the growth of contingent faculty and changes in the academic labor market for political scientists." ∎

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Bagel and Schmear? Not Here

By Colleen Flaherty // August 14, 2019

As it turns out, many Ph.D. students resent the expectation that they bring food and drinks to their thesis defenses. UCLA's psychology department just said they shouldn't do it.

It's a common tradition within graduate programs: students bring food and drinks to meetings with their thesis committees, especially to their final defenses. And for many years, the psychology department at the University of California, Los Angeles, was no exception.

No more. The department's faculty Executive Committee recently voted to end the unofficial practice, citing the added stress -- financial and otherwise -- it puts on students.

"We would like to move away from the expectation that oral exams be catered," reads a notice sent to UCLA's psychology professors and graduate students. "The Executive Committee has approved the addition of a simple rule to our Grad Handbook, stating that students are not allowed to provide food or drink for prelims/final oral exam."

Anna Lau, professor of psychology and vice chair of graduate studies, who wrote the notice, said Tuesday that there was "never an explicit

istock.com/eltoddo

statement that students must bring food." Rather, it was "a tradition that was transmitted and maintained through social norms."

In any case, she said, "my sense from students is that many are grateful that this is no longer an obligation."

Kate Wassum, an associate professor in the department, said that faculty members are "in positions of authority and need to be open to

students' concerns, and what we can do to correct them." There's always more to do, she said, but "this was one small, easy thing."

Not every faculty member in the department expected students to bring refreshments to their meetings. Wassum didn't, for example. She first told students that they weren't expected to, and when that didn't work, she arranged to have food and drinks there herself. But

there remained a general expectation in psychology that students would bring something like coffee and snacks, depending on the time of day, when they met with their faculty committees for their preliminary and final oral examinations. And while some students may not have minded, others found it distracting to think about buying, making and, perhaps especially, paying for food. Preliminary meetings typically include four or five committee faculty members, but final defenses can include audience members, as well.

Discussions about ending student-catered meetings accelerated following the publication of an opinion piece in Science last month called "Committee Members Shouldn't Expect Ph.D. Students to Serve Coffee and Pastries."

Kate Bredbenner, a graduate fellow at Rockefeller University, wrote that she "never thought I would spend so much of my time and money setting up still-life-worthy displays of flaky croissants and shiny fruit for people who are judging my science, and that of my colleagues."

Yet at her university and many oth-

ers, she said, "students bring food to our thesis committee meetings and defenses, adding to the already sky-high pressure." Bredbenner's "first taste of it came five years ago, for my first committee meeting. I prepared furiously. I meticulously proofread my written proposal and aligned all the figures. My slides all used the same font. I had even prepared some extra slides to address possible questions my judges might ask."

Even so, she said, "I was sure the meeting was doomed -- because I didn't know how to make coffee."

The solution to the problem,

Bredbenner said, "is easy: Committees shouldn't expect students to provide lavish spreads, or anything at all. We shouldn't have to spend our money buying overpriced fruit salad or know how to make coffee to be considered successful graduate students. Our research should be enough."

The piece sparked immediate conversations, not just at UCLA. A graduate student in Toronto who runs several social media accounts under the name Ph.D. Diaries, in part to critique the culture of graduate school, said on Twitter that she'd forgotten to bring coffee to her most recent committee meeting and was called out for it.

Some faculty members responded positively, at least online. One professor said she'd never thought about the "inequity" of the matter, and that she'd bring it up at her home institution. "You can't underestimate how dense faculty are, even the well-meaning ones," that professor wrote to Ph.D. Diaries.

Noel Brewer, professor of health behavior at the University of North Carolina at Chapel Hill, respond-

PhD Diaries @thoughtsofaphd · Jul 29, 2019

I did not provide coffee & pastries at my most recent committee meeting.

Guess what happened? The faculty called me out for it (awkwardly, half-jokingly but not really) - during the meeting. #academicchatter #phdchat

PhD Diaries
@thoughtsofaphd

This move was inspired by conversations happening on Twitter.

A few things:

1 - I don't even drink coffee

2 - I brought everything else to this meeting (the presentation, the report, the paperwork)

3 - I'm the only one at this table who makes less than a living wage.

♡ 952   6:36 AM - Jul 29, 2019

💬 45 people are talking about this

ed that his department already "forbids doctoral students from bringing food and beverages to proposals and defenses. We train scientists, not caterers." Brewer said he also pays for "trainees' meals when we go out at conferences. And [he takes] them for a celebratory meal after the defense. Students should not pay."

Brewer said this week that a colleague launched the policy seven years ago, as dissertation defense meetings "were becoming increasingly elaborate with tablecloths, refreshments and heavy hors d'oeuvres. We found it strange to have scientists turn into caterers."

The department also found it "inappropriate to set up expectations that put undue burden on people with limited means," Brewer said. "Many of us were just embarrassed to make such implied demands of students, given that many of us have a policy of always paying for trainees when we invite them to meals or drinks."

Ph.D. Diaries (who would like to remain anonymous) also said this week that she typically brings a carton of coffee to her meetings and intentionally didn't bring it to the

> **We are the only people at that table who do not make a living wage. I should not be expected to fund coffee.**

meeting she wrote about, to see what would happen.

"I think the general notion is absolutely ridiculous," she said of student catering. "We are the only people at that table who do not make a living wage. I should not be expected to fund coffee."

When her adviser told her she forgot the coffee, she said she responded like this: "But I didn't forget to bring everything else we need for this meeting -- the presentation, laptop, report, etc."

At UCLA, a few professors questioned the change initially. Wassum said that in some instances, professors didn't really know how students felt about bringing food. It is, of course, an awkward thing to bring up.

The department will now provide coffee and water at oral defenses, following a planned move.

However divisive the custom might be, it's not meant to be punitive or stressful. Wassum said that

the general mood at a thesis defense is celebratory. It's a big moment in a student's life. And to many, food and drink signal that. Defenses also tend to happen at a busy time of year, when people might need pick-me-ups.

"I myself find it totally unnecessary. If I need coffee, I can get coffee," Wassum said. Still, "these things can be nice to have around, but students don't need to be the ones to provide them."

Lau wrote in her notice to students and faculty members that "one lovely aspect of this custom was that students often made agreements to support each other by providing refreshments for each other's oral exams.

We hope that students establish new 'buddy' traditions for supporting one another during these major hurdle steps (e.g., happy hour celebrations, being in the hallway for support during committee deliberations)."

The department also will restart the tradition of having a staff member take a photo of the candidate with their committee after the final orals, Lau said. ∎

Faculty and Pedagogy in the Hybrid J.D.

By Lilah Burke // October 2, 2019

Two law schools have started American Bar Association-approved hybrid J.D. programs this fall. Here's how professors have shaped the curricula.

Largely online J.D. degrees, long restricted by the American Bar Association, are growing in number this fall. Five universities have so far received permission, in the form of "variances" from the ABA, to operate an accredited J.D. program outside of current distance education restrictions.

Two of those universities, the University of Dayton and the University of New Hampshire, started their inaugural hybrid J.D. terms this fall. They are joining Syracuse University, which began offering a program in January of this year, and Mitchell Hamline School of Law, which launched its program in 2015. Southwestern Law School received a variance from the ABA but chose not to offer the program, the admissions office said.

The two new degree programs offer an early look at the pedagogy and the faculty role in online legal education at the J.D. level. Because legal education often involves substantial dialogue between faculty and students, administrators say they are working hard to bring a high level of interaction to the online programming.

"This makes law school accessible to people that just couldn't go to law school otherwise," said Andrew Strauss, dean of Dayton's law school. Specifically people in rural areas, he said, who are not within commuting distance to a law school, and nontraditional students could benefit.

The Dayton Model

Administrators at Dayton say they worked hard not just to provide students with the interaction and Socratic methodology necessary to learn law -- but to use digital tools

The University of Dayton

to actually improve how law is taught.

"I think it's going to be a superior method of pedagogy," said Strauss. "Everyone has realized for 100 years that the way to teach law is interactively. They can't sit there and passively listen to lecture and learn law."

> "Everyone has realized for 100 years that the way to teach law is interactively. They can't sit there and passively listen to lecture and learn law."

Each week students complete an asynchronous and synchronous portion of their course. For a typical course, students may be doing 110 minutes of asynchronous work on their own time before coming to a 1.5-hour live online class. In the asynchronous portion, students may watch a prerecorded video of a professor talking with "students" or "lawyers" played by actors. Every 3 to 5 minutes, administrators say, the professor will prompt the student to respond, either by answering a multiple-choice question, writing a written response or engaging in some other interactive component.

After students have completed the asynchronous, prerecorded portion, only then are they able to plug in to a live class, conducted by a professor over Zoom's conferencing tool. The program builds in 10 on-campus visits, ranging from a weekend to a week, during the four-year degree program.

Victoria VanZandt, a professor of law at Dayton since 2005 who teaches residential and online classes and is dean of the online J.D., says that she's found the technology to be easy to use and versatile. For live sessions, she can break the class into smaller groups and pop herself into each of them to hear what students are talking about. This semester she is teaching Legal Pro I, a legal research and writing course, to both online and residential students.

VanZandt said making sure students have networking opportunities and a sense of community was very important to her. "I've been very intentional in my course to make sure that my students feel a sense of community," she said. "I've been amazed at how much personality comes out. Even with the class of 20, I still feel like I have that same rapport with them as I do with my residential students, which I thought may not translate, but it has."

Strauss said that the Socratic method, the traditional method of teaching law that depends on calling on students to answer questions without preparation, is great for the student being called on, but the rest of the class might not be able to follow along vicariously. Because the asynchronous format demands interaction from every student, no one is left out. "What we've done here is come up with a modality that keeps students accountable and keeps them engaged," he said. "It's very intentional in a way that teaching isn't always, very thought-through pedagogically."

VanZandt says she has personally changed her residential class with methods she's learned from teaching her online class. "There's a lot more accountability built into the asynchronous format than there is my residential course," she said. "With my online students, the program is gated, so they can't move to the next assignment until they've uploaded something or until I know they've watched the video or answered the questions in the asynchronous format."

In the past, she says, she would ask her students in residential classes to go home and draft a section of their paper, but not to turn it in. In order to build in more accountability, she has taken to having students do more work, such as drafting, in class, and asking students to show her what they've completed.

Both Strauss and VanZandt said that working with a course designer helped make all the material more intentional, as faculty members had to decide what should be covered in the asynchronous and synchronous formats. The University of Dayton

worked with the online program manager 2U to develop the degree.

"2U was able to bring to the table some things that would have been very hard for us to do ourselves, particularly around the tech," Strauss said. "Could we have done it? Yeah, we could have done it, but not at the same level of quality with their experience in doing online programming."

"A very, very strong point of working with online course developers is they know what they're doing. I've been teaching this course in one iteration or at one institution or another since 1996," Van-Zandt said. "There's an intentionality in the course creation that provides professors the opportunity to reflect on something they've taught a million times and think about 'what is the best way to deliver this content to students?'"

New Hampshire's Model

The University of New Hampshire chose to offer a hybrid J.D. specifically in intellectual property and technology law.

The administration pursued a hybrid degree so that working professionals in IP and tech, who had already been coming to the university previously, would not have to upend their lives to pursue a legal education.

"We've found that a variance is necessary because what we want to do is make a legal education accessible to people who are working professionals in the intellectual property and technology space," said Megan Carpenter, dean of the law school. The program offers online courses, in-person courses and courses that utilize both online and in-person elements. Students are required to come to campus four times per year, for four days each, to complete the in-person components.

Unlike UD's embrace of both

> **"All but the most faculty-intensive forms of online education see disproportionate dropout, noncompletion and nonpersistence among the students who we most want to draw into law school."**

asynchronous and synchronous formats, online courses at UNH are mostly the former.

"This is a very intentional design of our program because, first of all, we have people from all time zones across the United States," said Carpenter. Second, she said, people learn best at different times of day, and the asynchronous format can provide more flexibility. "I have taught in a variety of part-time programs, and it's sort of depressing because you have people, they're working all day and then they come to law school and they spend all evening in class, and they're tired and they never see their families."

The asynchronous online classes utilize both videos and PowerPoint presentations. Course designers aimed for a "knowledge check" or quiz every 1.5 to two minutes. The university worked with iLaw, an online program manager specifically involved in legal education, to develop the degree. UNH faculty will produce nearly all of the courses in cooperation with iLaw, with the exception of one or two courses produced solely by the company -- namely a course on preparing for the bar exam, Carpenter said.

Ken Randall, the president of iLaw and former dean of the University of Alabama Law School, said that iLaw generally uses software that can replicate the classroom experience. "We'll use software that has, in a sense, decision-making trees. So that if a student gives one answer, then the analytical questioner goes down the path with that student," he said. "In addition, we'll use student actors sometimes so that students can observe what's going on in a traditional classroom, and then they'll be asked to give their answers if in that setting."

"When you teach online, you really have to think about the whole scope at one time, and creating a course that's based on very particular learning objectives," Carpenter said. "I think it has made me a better teacher and a better communicator."

Faculty Concerns

Diane Klein, a professor at the University of La Verne College of Law and president of the American Association of University Professors chapter there, said that some of the most salient concerns around online education for faculty surround intellectual property, student success and faculty labor.

"Legal writing positions are already held by people who are sometimes second-class citizens in the legal academy and also distressingly more predominantly women and faculty members of color in [positions] that are often less compensated," she said. "I'm concerned that a distance education model that is still going to produce large volumes of written material that have to be read and graded and feedback given in order for it to be educationally effective, that that work will even more be done by the most precarious faculty members in the legal academy."

Furthermore, Klein said, the online education model isn't likely to benefit the students who need it the most. "All but the most faculty-intensive forms of online education see disproportionate dropout, noncompletion and nonpersistence among the students who we most want to draw into law school in the interest of diversifying the profession," she said. Klein also said that the lack of

intellectual property rights for faculty members in some aspects of online education threatens further stratification between tenured and tenure-eligible faculty and everyone else.

"What's happening with these intellectual property rights when instructional material is being created inside of a proprietary system, like Blackboard for example, where either Blackboard or the university itself is asserting very aggressive intellectual property rights for themselves in a way that is completely different than the way that tenured and tenure-eligible faculty in a more traditional setting regard their own intellectual property rights in the materials they create?" she asked.

VanZandt said that many faculty members in legal education are not enthusiastic about online learning. "You'll find extreme resistance within law school faculty [to online education], and the reason I say that is we're entrenched in tradition," she said. "I do think it is the future of education. I don't think it's for everyone."

Strauss said that even if the ABA granted more variances, many law schools would not be able to get an online J.D. approved by their faculty, for reasons he believes are affected by nostalgia. "There is a mythology around legal education that people are pretty invested in," he said.

Leaving home, being called on with no warning, sweating in front of the class and telling your friends how terrible the experience was is all part of the mythology, he said. "It's part of this sort of club that lawyers feel like they're a part of. I think that there's some kind of sense of sort of emotional attachment to the status quo and that people are reluctant to, sort of, to want to change that."

VanZandt says she's enthusiastic about her own involvement in the program. "I don't really feel like I'm automated, because it's a truly hybrid course," she said. "My students see me once a week for one class, and the other class is prerecorded." The ABA has said that observers should begin to expect even more of these programs. "Technology has evolved to make distance learning even more a more robust pedagogy," the association said in a statement.

"As the council has had experience with variances that provide it with some confidence that well-designed distance learning programs lead to acceptable to excellent outcomes, Standard 306 [which describes standards for distance education] has been amended to provide increased opportunities. It is likely that evolution will continue and even more space for distance learning will become permissible without the need for a variance." ∎

3 Law Schools Pass the $100,000-a-Year Mark

By Greta Anderson // August 21, 2019

Columbia, Stanford and Chicago law will charge more than $100,000 to attend in the 2019-20 academic year, but passing that benchmark won't hurt their popularity, experts say.

istock.com/feodorachiosea

The price to attend the law schools at Columbia and Stanford Universities and the University of Chicago will pass $100,000 this academic year, making them the first of the nation's law schools to blow past that mark. Several of their law school peers are poised just below it and will surpass six figures soon.

Columbia's cost of attendance went from $97,850 in 2018-19 to $101,345 this upcoming year, according to its costs and budgeting information published online, which includes both tuition and fees and law students' nine-month cost of living expenses. Stanford Law will charge $101,016 this upcoming year, as reported in its 2019-20 Financial Aid Handbook. That's a 4.5 percent increase from its 2018-19 total cost of $96,429. Chicago edged over the $100,000 mark by $80 for first-year students, but is at a mere $98,505 for second- and third-year students.

A six-figure cost of attendance can be shocking to prospective law students at first glance, said Kyle McEntee, director of Law School Transparency, a nonprofit that aims to increase the accountability and affordability of the nation's law schools.

But many elite schools like Harvard Law, the University of Pennsylvania's Penn Law and Northwestern's Pritzker School of Law have been creeping toward $100,000 over the past three years, with 2019-20 costs at $99,200, $94,338 and $94,410, respectively.

In a statement, Stanford Law said its tuition pricing is set by the university and noted that cost of attendance accounts for both university-provided health insurance and the high cost of living in the San Francisco Bay Area, which was more than one-third of Stanford's total COA and $10,000 more than Columbia Law's cost of living in 2018-19, according to the American Bar

Association's most recent [required disclosures](#).

"Tuition covers roughly one-third of the actual cost of educating law students," the statement read. "Stanford Law School currently has the lowest tuition rates among our peers."

The cost of attending elite law schools is rising over all, so Stanford Law and Columbia Law surpassing $100,000 is unsurprising and won't affect application rates for these schools, said Chris Chapman, president and CEO of AccessLex, a nonprofit that works to improve legal education.

For law students considering the two schools, which are ranked second (Stanford) and fifth (Columbia) in [*U.S. News & World Report's* 2020 Best Law Schools](#), they acknowledge the high costs as an investment in a prestigious legal education, Chapman said.

"They could increase demand and that wouldn't impact the number of people who apply or qualify [to attend]," Chapman said. "These schools, they're perceived as a premium item, a luxury good. You almost have a reverse psychology that if it's not that expensive, it's not that good. No one wants to be seen as the cheap version of these schools."

Top law schools generally aren't worried about expenses diminish-

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> ## Most people don't walk away from a house that they really enjoy being in for a couple thousand dollars in savings.
>
> **"**

ing their attractiveness, McEntee said, and the law students attending won't be dramatically swayed by an additional $1,000 to $3,000, said Chapman, who compared the decision to investment in other big-ticket purchases.

"Most people don't walk away from a house that they really enjoy being in for a couple thousand dollars in savings," Chapman said.

But it is possible that some schools with costs of attendance upward of $90,000 are strategically limiting increases in tuition to avoid reaching $100,000, McEntee said. Harvard Law showed evidence of slowing its tuition and fee increases -- if it had increased by the same amount this year as in 2018-19, the school would also be hitting $100,000 for 2019-20, but tuition and fees increased by only 3.2 percent this year, which is a lower rate than each of its [yearly increases over the last five years](#), McEntee said.

Harvard Law's Office of Communications did not reply to multiple requests for comment.

While the $100,000 marker may not impact students who know they can afford a Stanford or Columbia

legal education or who plan on making loan repayments with a substantial salary, low-income prospective students and those hoping to enter the public sphere are much more likely to notice this cost, McEntee said.

Students who attend these law schools could accumulate as much as $300,000 or more in loans by the time they pass the bar, which could take 25 years to pay off at roughly $2,500 a month.

"Those increases hurt. They make it more difficult for students who attend Columbia to consider noncorporate careers," McEntee said. "On top of that, the national data show that people of color are more likely to pay full price than their white counterparts."

To help students afford its legal education, Stanford Law said in a statement it provides "very generous loan forgiveness and financial aid programs."

"Columbia Law School is committed to making a first-rate legal education accessible to students regardless of their financial circumstances," wrote Columbia Law in a statement. "We devote substantial resources to financial aid and have increased this support in recent years."

Grants and scholarships from the schools haven't made a meaningful dent in a majority of students' cost

of attendance, either, with 47 percent of Stanford students and half of students at Columbia receiving financial aid from the school in 2017-18, according to 509 disclosures. Law School Transparency's financial aid analyses show that 49.8 percent of Columbia Law students paid full price in 2018-19, McEntee said.

Tuition increases over the past decade -- private law schools were collectively 1.2 times as expensive in 2018 as in 2008 (when adjusted for inflation), LST reported -- are leading many students to pursue corporate

> **These schools, they're perceived as a premium item, a luxury good. You almost have a reverse psychology that if it's not that expensive, it's not that good. No one wants to be seen as the cheap version of these schools.**

law, where returns are likely to be higher than in other fields, McEntee said.

"You can spend any time with any group of law students with any type of debt, and they'll tell you, they don't get to go into the career they want because of this," McEntee said. "These law students could be the leaders of our future. That makes this really important." ∎

https://www.insidehighered.com/news/2019/08/21/columbia-stanford-and-chicago-law-schools-now-cost-more-100000-attend

A University's Online M.B.A. Is Less Expensive -- and Purposely Different

Doug Lederman // August 14, 2019

Boston University's new online business degree is $24,000 for a reason.
Unlike on-campus program, it has no electives and is aimed at a different audience.

Many of the universities that have created lower-priced online graduate programs in recent years have gone out of their way to make the case that the digital versions are equivalent to their (more expensive) in-person equivalents.

"Online students learn from the same faculty and take the same courses as those on campus in Atlanta," Georgia Institute of Technology states in describing the online version of its master of science in cybersecurity degree.

"Yes, this is the same degree as the on-campus M.B.A. degree, and after successfully completing the degree requirements you will be part of the Illinois alumni network," the University of Illinois's Gies School of Business says in the FAQ for its online M.B.A. offered with Coursera. (Gies went so far as to end its on-campus program after this year.)

Boston University makes no such promises about its new online master's in business administration degree in conjunction with edX, which will cost $24,000 compared to tuition and fees of $56,000-plus for its in-person, full-time version (more than $76,000 with room and board).

Oh, officials at BU's Questrom School of Business believe the online degree program will be of high quality -- and in fact they believe the on-campus version will have much to learn from the virtual iteration.

But the new online M.B.A. will differ from the in-person version in many ways: among other things, it's aimed at a different audience ("the global learner" who wants to advance her career while still working versus a career switcher who chooses to take a year-plus out of the workforce to return to school), has a different curriculum (five modules built around "capabilities" such as "data-driven decision making" rather than courses such as marketing or operations), and allows less specialization.

"We're differentiating our programs more," said Susan Fournier, Questrom's dean. "At the same time, we're launching a program for the global online segment, having the most innovative and customized offering to meet their needs. We're doubling down to improve the on-campus M.B.A., emphasizing and creating more value in the things you will get in that degree that you won't have online."

As befits someone in her posi-

tion, Fournier reaches to other industries that appear in the business school's case studies for analogies. Steinway and Porsche, she said, are both high-end brands that have found ways to offer lower-priced versions of their instruments and vehicles, respectively, while maintaining their reputations for quality -- in large part by augmenting the services they offer on their higher-priced offerings.

"There's a big difference," she says, "in the value propositions."

BU Builds Up

As is true of many things in higher education, "new" initiatives like Boston University's low-priced M.B.A. were a long time coming (or at least "long" as that is defined in the digital era).

The university has experimented with online education for nearly 20 years, originally through its extension programs and more recently through a separate office of online education.

It was an early partner of edX, the massive open online course provider founded by neighboring Harvard University and Massachusetts Institute of Technology.

In 2017 the Questrom business school began offering "micromaster's" credentials in digital leadership and digital product management through edX, part of the provider's

> **If we tried to bring 1,000 M.B.A. students, 2,000 students, to Boston, the cost would absolutely be higher. We'd need new buildings, and to scale up the faculty five times.**

suite of mixed online/in-person programs that could be stacked to form a full master's.

All of that work has helped the university to do some of the hardest work around online education, which involves creating the administrative and policy infrastructure and getting faculty members comfortable experimenting with new modes of delivery.

Then "boom," Fournier said, edX approached BU about creating its first fully online M.B.A. program -- inspired, certainly, by the fact that the MOOC provider's rival, Coursera, had been steadily expanding its suite of low-priced online master's programs, including the aforementioned iMBA at Illinois. EdX announced a set of such master's programs last fall, but an M.B.A. was not among them.

Fournier said she and her colleagues were intrigued by the idea of creating a fully online M.B.A. program with edX, for a variety of reasons.

First is edX's status as a platform of 21 million learners internationally and its mission of providing accessible, high-quality education around

the world, which aligns, Fournier said, with the business school's value statement of "creating value for the world."

Second, she said, tapping into the MOOC provider's enormous user base could give Boston University a head start in building a program of significant "scale," which Fournier said she has come to believe is essential for success in digital learning, "given the huge investment you have to make in infrastructure, faculty acculturation, capability development, studies and new staff, which are all very costly." BU's full-time M.B.A. program has about 300 students, and its part-time executive M.B.A. has about 640. The enrollment target for the fully online M.B.A.: 2,500 to 3,000 within five years, Fournier said.

Aiming for a larger scale "also starts to suggest a pricing strategy," she said. Most selective institutions purposely limit who they serve, and as a result tend to price their programs "super high." The alternative, she said, is to "try to use this wider funnel" to attract more people, potentially allowing you to price the program lower.

Online education "should be priced lower," Fournier adds. "If we tried to bring 1,000 M.B.A. students, 2,000 students, to Boston, the cost

would absolutely be higher. We'd need new buildings, and to scale up the faculty five times. This way we should have lower acquisition costs and lower costs of delivery."

Reconsidering What's in the M.B.A.

As BU and Questrom were dabbling with various forms of digital learning, they were also re-evaluating the nature of business education, through a series of global and regional conversations called the [Business Education Jam](#).

The discussions, which involved other business education organizations as well, involved several thousand academics and business professionals around the question of what business education should look like in the 21st century.

And the bottom-line answer, Fournier said, is that it "looks very different from our current core M.B.A.," especially for the group she calls "global learners."

Rather than building expertise in narrow disciplines like account-

ing or finance, she said, business leaders going forward need "five competencies" that they can use in whatever field or setting they work in: leading with integrity; creating a socially responsible business in the digital age; developing an innovative mind-set; pursuing a global business opportunity; and learning data-driven decision making.

The business school has begun slowly revising its traditional curricula and degree programs, but that sort of change doesn't happen fast.

The new online degree, on the other hand, offers an opportunity to remake the curriculum from the get-go -- and to strip away everything that doesn't fit. The curriculum is made up of modules in each of the five aforementioned competencies -- period. "That foundation is what we think the 21st-century learner needs to know," Fournier said. "We are not offering any electives," which are very expensive because of the faculty expertise required to offer them. "When you

do those five modules, this is it -- you're done."

Fournier and Questrom recognize that that stripped-down curriculum won't satisfy everyone -- in fact, they're counting on it.

"That's why that degree is $24,000, and the other one is not," she says. Students in the fully online M.B.A. can't take electives in health care, as 28 percent of the university's in-person business students do, given Boston's vibrant health sector.

They won't have networking interactions or career counseling or in-person internships, as students in the in-person program do.

That's where Steinway and Porsche come in, she says.

Questrom will have to find a way to "sustain product offerings at different levels" and to persuade students that its M.B.A. programs have sufficient value, whether they're paying $24,000 or $76,000.

"It's our responsibility," she said, "to make that value proposition obvious." ∎

https://www.insidehighered.com/digital-learning/article/2019/08/14/boston-us-new-online-mba-less-expensive-and-different-campus

From Omaha to Phoenix

By Greg Toppo // February 13, 2019

Nebraska-based Creighton to build a new, $99 million medical school in Phoenix, nearly 1,300 miles from home in Omaha, to supply doctors to underserved area.

It is based in Nebraska and its mascot is a blue jay -- and it's expanding to a high-rise in Phoenix.

But please, don't call it Snowbird Medical School.

Creighton University, the Jesuit institution that dates to 1878, is building a new, $99 million, 200,000-square-foot medical training facility a long way from its Omaha home.

Its chosen location: an up-and-coming retail and office park in the Arizona capital, nearly 1,300 miles away. Creighton also plans to expand its nursing program there, among others, to keep up with booming demand in a region that experts say is badly in need of medical care.

Though a partnership with three Phoenix medical providers will operate the medical school, Creighton is funding the construction itself via cash reserves, debt and fund-raising in the Phoenix area.

The move stands in stark contrast to Creighton's 2016 sale of its Omaha

Site of Creighton's new medical school in Phoenix

hospital, a decision made because the university "really didn't have the income and the clientele base" to support it, said the Rev. Daniel S. Hendrickson, Creighton's president.

The former Creighton University Medical Center is now being developed into a $110 million complex of upscale apartments at the western edge of campus, Father Hendrickson said. The university is maintaining its Omaha medical school.

The new Phoenix facility is expected to open in the fall of 2021 in the city's Midtown area with nearly 900 students by 2024.

The property is at the edge of a large mixed-use office and retail complex called Park Central, which began life more than 50 years ago as Park Central Shopping City, one of the country's first malls. Before developers purchased the 46-acre property and built a mall, which opened in 1957, it was a dairy.

In its most recent state-by-state

analysis, the Association of American Medical Colleges ranked Arizona 42nd nationwide in the number of active primary-care physicians per 100,000 people, ahead of just eight states: Wyoming, Alabama, Oklahoma, Idaho, Texas, Nevada, Utah and Mississippi.

Negotiations for the project date to 2016, when Creighton and several partners formed the Creighton University-Arizona Health Education Alliance.

But Creighton has had a presence in Phoenix since 2005, when St. Joseph's Hospital asked if Creighton's medical students would consider a monthlong summer residency there.

In 2012, Creighton began training third- and fourth-year medical students in Phoenix, and three years later it added pharmacy students. By 2018, it was educating a series of 48-student nursing student cohorts in an accelerated, 12-month program.

"In some ways Phoenix has been telling us two things: 'Hurry up' and 'Do more,' " said Father Hendrickson.

Creighton eventually settled on three partners for the new medical school: St. Joseph's; District Medical Group, a large nonprofit; and Maricopa Integrated Health System, the county's longtime public hospital system.

Father Hendrickson said Maricopa Integrated's commitment to caring for the poor in the Phoenix area made it an appealing partner. "We're Jesuit and Catholic -- Maricopa is public," he said. "And yet there's this great sense of mission and outreach with the underserved."

Maricopa Integrated already runs 10 residency programs with more than 350 residents -- it has trained doctors

Active Primary Care Physicians per 100,000 Population, 2016					
State	Rank				
Massachusetts	1				
Vermont	2				
Maine	3				
Rhode Island	4				
Hawaii	5				
Maryland	6				
New York	7				
Alaska	8				
Oregon	9				
New Hampshire	11				
Minnesota	12				
Illinois	13				
West Virginia	14				
Pennsylvania	15				
Michigan	16				
Washington	17				
New Jersey	18				
Delaware	19				
Wisconsin	20				
Colorado	21				
California	22				
Ohio	23				
New Mexico	25				
South Dakota	26				
Nebraska	27				
Misouri	28				
Montana	29				
Florida	30				
Tennessee	31				
North Dakota	32				
North Carolina	33				
Kansas	34				
Iowa	35				
Louisiana	36				
South Carolina	37				
Indiana	38				
Arkansas	39				
Georgia	40				
Kentucky	41				
Arizona	42				
Wyoming	43				
Alabama	44				
Oklahoma	45				
Idaho	46				
Texas	47				
Nevada	48				
Utah	49				
Mississippi	50				

since 1952. Its CEO, Steve Purves, said it runs the oldest public teaching hospital in the state. But the hospital-based program was looking for a partnership with a university-sponsored one. At the same time, he said, Creighton "needed to provide a way to expand -- and a key part of that is access to clinical training sites, which hospitals provide."

Purves called the partnership "a great strategic coming together -- the stars lined up."

A Nationwide Doctor Shortage

While Arizona is particularly in need of doctors, AAMC data show that, over all, the U.S. faces a severe physician shortage. The most recent analysis by the medical education group shows a possible shortage of as many as 121,300 physicians by 2030. That's considerably higher than last year's projected shortfall of up to 104,900 -- the new estimates reflect "model updates," as well as recently revised federal designations for primary care and mental health.

The group now predicts shortages in four broad categories: primary care, medical specialties, surgical specialties and other specialties. By 2030, it finds, we could see shortfalls of between 14,800 and 49,300 primary care physicians alone. It sees a "largely stagnant" pool of surgical specialists.

Much of the overall projected shortage comes courtesy of a growing population that is also aging, with "increasingly complex care" needs. By 2030, the U.S. population is expected to grow by nearly 11 percent, while the age-65-and-over population is expected to grow by 50 percent. Meanwhile, the under-18 population is projected to grow by just 3 percent.

But the group predicts that within the next decade, one in three active doctors will reach or exceed retirement age.

In Phoenix, Creighton already had access to St. Joseph's, its longtime hospital partner. But by building its own school, it saw a chance to expand its available clinical sites beyond a single hospital. The state's two large public medical schools -- both based at the University of Arizona -- are affiliated with Banner Health, a Maricopa Integrated competitor.

"There's lots of open space for both health-care education and health-care practitioners for the Phoenix area at large," Father Hendrickson said. He noted that Arizona State University gave its blessing to the Phoenix expansion -- actually, Creighton is also negotiating an agreement with ASU to train its occupational and physical therapists and pharmacists.

The university has also established a kind of informal undergraduate pipeline with Brophy College Preparatory, a private Jesuit high school in Phoenix, that it hopes will eventually provide students to the medical school.

"We have a golden opportunity to share the Creighton mission in a new part of the United States," Father Hendrickson said. ∎

https://www.insidehighered.com/news/2019/02/13/creighton-expands-medical-school-presence-arizona

Views

A selection of articles by *Inside Higher Ed* reporters

Graduate Students Need to Think Differently About Time

By James M. Van Wyck // September 9, 2019

James M. Van Wyck recommends that Ph.D. students make at least three mental shifts about time as they negotiate graduate school.

I am more and more convinced that the ways the brain shifts during Ph.D. training can shift the world. The competencies that emerge out of this crucible equip Ph.D.s for the 21st century in ways unmatched by any other form of training. The Ph.D. clearly has a problem with time, however. Doctoral training shouldn't take as long as it does, nor should it be as hard as it is to find a job that values the Ph.D.

Graduate school has other time-related side effects. One unintended consequence of how Ph.D. students spend their time -- laser-focused on clearing successive hurdles -- is how Ph.D. students are conditioned to think about time.

If you're a Ph.D. student reading this article, chances are that it'll take you less than five minutes. Not an outsized outlay of time, but still time you could have spent elsewhere. And if you're like many other Ph.D. students, chances are you may feel that those five minutes should probably have been devoted to your research.

Many Ph.D. students think of time as a zero-sum affair: time spent doing one thing necessarily takes away from time spent doing something else. That, of course, isn't true. You can gain time in graduate school. In fact, the most successful graduate students I know gain time on a regular basis. The formula is simple: contacts and tactics gain you time in graduate school.

You gain time by being intentional about connecting with peers,

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mentors, and colleagues within and beyond the university, because connections can point to resources, research strategies, or wellness practices that you may have found on your own, but only after a prolonged, time-consuming search.

Some of those connections are formed organically in academic departments -- as when senior graduate students, postdocs and faculty members give first-year graduate students tips about navigating departmental milestones. But the vast majority of time-gaining contacts lie outside the department. And too often, graduate students neglect those contacts, so they don't encounter tactics that have proven effective in worlds beyond their department.

There are proven time management techniques that can help you better steward your time. There are seminars you can attend on your campus, or which you can find online. Prioritize this work. The Ph.D. requires long-term planning, vision and endurance, so don't fall into the cycle of short-term thinking or the trap of valorizing over-work.

Ph.D. students should try to make at least three mental shifts as they negotiate graduate school: 1) thinking of time in terms of months and years instead of days and weeks, 2) knowing -- in ways that inform your habits -- that you can gain time in graduate school and 3) connecting how you think about time to your personal priorities, values and wellness.

Think Month-to-Month

You need to think of time differently than the way the lived experience of graduate school will condition you to do.

As a Ph.D. student, you negotiate a lot on a daily basis: lab responsibilities, mentoring and teaching duties

and the long-term grind that is the dissertation. You're not only developing strengths and skills during all of this, but also navigating around potential pitfalls.

One pitfall is the habit of deferring strategic planning. During the last year or so of my Ph.D. program, I remember telling myself nearly every day that I "just have to get through this week." I even started saying this phrase to friends and family, and after a while recognized I was saying it every time I went to see my parents for Sunday lunch. Recognizing that I was living week to week -- and not seeing beyond the list of important short-term items -- was a good first step.

Taking your life a day or a week at a time can get you through a stressful period -- it doesn't necessarily always help to look ahead when you're tackling a pressing deadline. But if you are always thinking of time in this way, you've made the same mistake I did, and you've missed out on the benefits of longer-term thinking. In a previous *Carpe Careers* piece, I wrote about [how graduate students can create a pattern of collaboration](#) over their graduate school career. This kind of work is possible when you shift away from the day-to-day approach to a more long-term view.

Even week-to-week thinking keeps you from plotting dates on a calendar that looks months ahead to a key date -- when a fellowship proposal is due, for example. Planning that spans months and even years allows you to plot small, achievable action items onto specific days, and

creates more manageable workloads when larger deadlines loom.

Finally, thinking in terms of months and years should provoke some analysis: how did you spend your time this past month? Did you avail yourself of the resources on the campus -- visiting scholars giving lectures, career-oriented events, counseling and psychological services? Thinking day-to-day means we often defer action without recognizing an overall pattern.

Gain Time in Graduate School

Surviving your schedule is just that. It certainly isn't thriving, as that involves connecting what you do back to what you value.

How many of us have spent more time on a project than we should have because we were simultaneously thinking about the future?

Existential doubt. Fears about employability. A lack of connection to anything beyond graduate school. Such feelings are bad for your mental health and are productivity killers.

We may feel time slipping away, and then because we fall into bad habits to try and fix the problem of time slipping away, see ourselves losing more and more time to despair and day-to-day thinking.

If Ph.D. students do not, for example, intentionally and proactively plug into career and professional development networks, they risk missing the very resources that can provide peace of mind and the sense of possibility that can sustain them during the long slog that is the

Ph.D.

The solutions are mostly about taking many small steps. Don't answer, "How are you?" with "I'm so busy." Instead, take such moments to let as many people know what you are looking for.

Activate your networks at key times by making sure people know of your specific professional and career needs: tell them if you're looking for informational interview connections, for example, or if you'd like to shadow humanities Ph.D.s working at nonprofits. Use a kind of hive-mind approach that uses your connections to solve problems: how can people help you, after all, if they don't know what kind of help you need?

You gain time by connecting with others. If you had to choose one way to gain time, the way to do so efficiently -- and with the most widely-radiating benefits -- would be to connect with other human beings. This is true of every phase of graduate school, as it will be for the rest of your career.

Be sure to connect with a varied group of people, and compile a list of suggestions from all corners of your institution, and from contacts beyond academe. Being strategic about your time is not something to which you necessarily have to devote much brainpower. In almost ev-

> " If you had to choose one way to gain time, the way to do so efficiently -- and with the most widely-radiating benefits -- would be to connect with other human beings. "

ery case you encounter, some wheel has been invented by others, and you can ask them about it. You'll then not spend time constructing a new wheel, but customizing what already exists to your precise needs.

Take practical steps: sign up for listservs, bulletins, updates and the like, and then schedule a few moments (while on the bus, for example) for skimming emails from campus partners. Commit to attending events that look like they'll gain you time over the long run.

And avail yourself of resources like Twitter and Facebook to connect broadly. If you use it well, #AcademicTwitter can gain you weeks and even months of time during the course of your graduate training.

Recently, I was struck by a tweet from Chris Tokita, a Ph.D. student at Princeton University who, as his website puts it, explores "why social systems are organized the way they are and how individual-level behavior can influence the group-level properties of social systems." In the tweet, he wrote, "On my side, I also found that I got more productive with my research. Often in research, we hit mental blocks but we

continue to try to work to no avail. Having to shift gears and step away for a bit to think about policy allowed me to return to my work refreshed!"

Chris shared with me via email that when he offers advice to incoming graduate students, he frames it "in a somewhat counterintuitive way," telling them that "by doing things that are not grad school, you can actually gain way more time."

Chris cited Parkinson's Law -- "work expands so as to fill the time available for its completion," -- and noted that by taking on an internship that went beyond his graduate work, he was able to increase productivity while spending less time actually "working" on his research.

Rather than take away from his research projects, the interplay between this internship experience and his research "refresh[ed]" his thinking and helped him make connections he had not considered before. Even better, he found that he had more free time.

Connect How You Think About Time to Your Priorities, Values and Wellness

Academe is a cautious, slow-changing place. Turning any aspect of the enterprise in a new direction takes time. But it may only take five to seven years to turn you.

Think big-picture from the be-

ginning: take time at the outset of your graduate training to map your strengths -- using CliftonStrengths assessment, for example -- and capture a list of your preferences and goals, and then periodically review all three of these categories. At regular intervals, check to see if how you're actually spending your time aligns with your strengths, preferences and goals.

Forego this work, and you'll likely end up -- via a kind of osmosis -- incorporating the values and preferences of others. That will shape how you spend your time, which will further take up mental space and take away from your goals and visions for the future. In *The Social Profit Handbook*, David Grant asks: "[H]ow do people we know actually accomplish important, non-urgent activities on a regular basis?

They schedule time for them,

and that time is inviolate." When we move from thinking about time only in terms of loss -- how can I take time away from research to reflect on my strengths and goals? -- we forget that self-care and mission time is where we can "achieve thoughtful clarity about who we are, what we are going to do and not going to do, what we do best, and how we will go about it. We can ask how the world is changing around us and reflect on how we will know whether we are being successful in it."

Scheduling mission time -- time to think about your overarching purposes, plans and goals -- is another way to save time in graduate school. That's because, as Grant writes, "mission time calms you down and save you other time in the long run."

The time you gain need not be put back into research or other uses that are judged to be productive

by others. As Dian D. Squire and Z Nicolazzo remind us, thinking about self-care as a way to gain time that can then be reinvested in becoming even more productive, and thus in need of more self-care, is a kind of trap. In this cycle, "self-care rhetoric [is] used to squeeze more work" out of graduate students in ways that absolve those who monitor structures which disregard graduate student well-being. Undoing this cycle will take intensive, systematic effort.

Gaining time by building and strengthening your support networks is vital in graduate school. So is thinking and making time for your health and well-being. When should you start this necessary work? There's no time like the present. ∎

Bio:

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The Hidden Challenges for Successful First-Generation Ph.D.s

By Bailey B. Smolarek // October 9, 2019

First-generation grad students continue to grapple with the same issues they struggled with as undergraduates -- yet those struggles are amplified in graduate school settings, argues Bailey B. Smolarek.

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It was second semester of my freshman year of college, and one of my friends and I were both wait-listed for the same class. I remember feeling concerned and frustrated because the course was required, and if I didn't get into it, my entire schedule for both that semester and the following one would be thrown off. Still, I was hopeful that either someone would drop the course to allow for additional space or the professor would take pity on those of us wait-listed and open more seats.

But as I sat patiently waiting to see what would happen, my friend took matters into her own hands. She attended the class on the first day, walked up to the professor, introduced herself, explained she would like to take the course and asked to be taken off the wait list. And just like that, she was in.

I can still remember how I felt when she told me what happened -- how confused I was when she nonchalantly explained what she had done. To me, it was unthinkable to go to the professor and make such a request. To me, such an ac-

tion was presumptive, entitled and disrespectful. Why would someone ever think they were superior to the others on the wait list? Why would someone ever think that they could just go to the head of the line? In addition to feeling confused about how this process was even possible, I felt foolish for not knowing about it. How did she know to do this and I didn't?

Fourteen years and three degrees later, I'm still struggling to figure out the process: What's allowed, what isn't and how do you know the difference? As I reflect on the wait-list

incident of freshman year, as well as many similar experiences I've had in the time between, I realize that my confusion, uncertainty and constant feelings of foolishness all stem from the fact that I am a first-generation college student. I am not only the first in my immediate family to attend a postsecondary institution but also the first to have received a master's degree and a Ph.D.

While there is a growing and prominent literature on the experiences of first-generation undergraduate students, there is a lack of research on the experiences of first-genera-

tion graduate students. People tend to assume that if someone makes it through the bachelor's degree, they enter graduate school on a level playing field. But that is often not the case. If my experiences have taught me anything, it's that first-generation graduate students not only continue to struggle with the same issues that they grappled with during their undergraduate studies, but that those struggles are amplified in graduate school settings -- where linguistic style, embodied habits and dress, and social connections become even more important to success.

This should matter to the academy not only because we want graduate school to be more supportive and inclusive, but also because the people studying for their Ph.D.s today are the same people who will be teaching the first-generation students, students of color and nontraditional students of the future. Discussions of access, equity and support for such populations must also include a discussion of who is teaching them.

Not Knowing the Rules

When I reflect back on my undergraduate experiences, I see the first-gen student and her mistakes. But it's no different when I reflect back on my graduate school experiences, because she's there, too. Just

as I thought it was too presumptive to approach my professor freshman year to be taken off the wait list, I thought it was too presumptive to ask my professors in graduate school if I could work on their studies. In my mind, I thought that if I worked hard in their courses and proved my worth, they would ask me to work with them. But just as I was wrong my freshman year, I was wrong again in graduate school as I watched my peers confidently approach superstar professors and obtain coveted graduate assistantships. Again, I didn't know the rules, and I felt like a fool.

Another instance in graduate school when I didn't know what to do was when a professor was unkind to me. I didn't know how to respond to this professor, so I ended up asking my mother for advice. Her response was simple: "Sometimes bosses aren't nice." That was it.

Reflecting back on that, I know if my child were in that situation today, I would advise them much differently. I would explain to them that working with students is a primary part of a professor's job, and there's

no excuse for treating someone unkindly. I would explain to them the importance of a supportive environment and tell them to develop relationships with professors they admire. I would tell them to seek out mentors rather than respectfully waiting, because that shows you're motivated.

But my mother did not go to college. My mother does not have Ph.D. In working-class culture, school is often viewed as a job. So it makes complete sense that my mom saw this professor as my boss and passed along the sound advice that bosses aren't always nice and I should learn to deal with it. "Deal with it" is a motto many first-generation students live by.

As is already well documented, finances also play a significant role in the lives of first-generation students. Throughout my bachelor's degree, I worked both an on- and off-campus job in addition to being a full-time student. During my master's degree, I took a full credit load, taught a course and worked 20 hours per week at a restaurant.

My Ph.D. program was no different. During the semester I took my prelims, I was taking courses, teaching two university classes and also teaching a noncredit night course. Still, my small graduate-student sti-

> **Throughout my bachelor's degree, I worked both an on- and off-campus job in addition to being full-time student. During my master's degree, I took a full credit load, taught a course and worked 20 hours per week at a restaurant.**

pend was usually not enough, as I often had to pass on going to national conferences that my graduate school friends were able to attend, miss out on talks and opportunities to volunteer on research studies because I was busy working, and take out student loans (that accrued interest while I was in grad school) to cover the remaining costs of life.

In addition to financial burdens, first-generation students also have to deal with navigating an unfamiliar system and unfamiliar sociocultural norms. Throughout my many years in higher education, I have learned a lot. I have not only acquired a great deal of intellectual knowledge, but I have also acquired much of the social, cultural and institutional capital that comes along with the title of "Doctor." I blend in with my peers and have learned academicspeak -- I can ramble about the hegemonic practices of the neoliberal oligarchy until I am blue in the face.

But it was not always that way. And while a considerable amount of my ability to now "pass" in the academic world is due to my white privilege, much of it is also due to a great deal of social observation and imitation.

I remember during the first year of my master's program, my professor made a joke about the way I elongat-

ed my O's. My northern Wisconsin upbringing gave me away, and he joked about how people "up there" talk. I can still remember the entire class staring at me, chuckling along with the professor as I held back tears. My accent marked me as not belonging -- as being someone from a less educated and less affluent "backwoods" part of the state.

After that incident, I worked very hard to lose the most prominent features of my accent, to think

> " I have not only acquired a great deal of intellectual knowledge, but I have also acquired much of the social, cultural and institutional capital that comes along with the title of "Doctor." "

about each vowel as I said it and to try to make myself sound more like my peers. I remember the joy I felt a few years later when one of my colleagues was surprised to hear I was from Wisconsin, because she had thought I was from California. "Success!" I thought. "I've passed."

Throughout graduate school, I paid close attention to the ways my peers talked, dressed and moved, and then I tried my best to do the same. I wasn't only learning about Bourdieu's theory of capital -- I was living it. My hard work has paid off, as I'm now often mistaken for someone I'm not. Just recently a community partner I work with assumed I

was a wealthy trust-fund kid. He was shocked when I told him I was first generation.

A Disservice to the Entire Academy

In recent years, colleges and universities have made significant, and much needed, efforts to diversify the academy. Yet institutions must not only recruit and retain more scholars of color, female scholars and scholars from nontraditional backgrounds but also support them throughout their graduate education. Researchers examining the experiences of first-generation students, as well as students of color, have strongly argued that success in college is about much more than access. It is about creating environments in which such students can flourish. The same is also true for the success of these students at the graduate level.

Forcing first-generation students to change their cultural sensibilities and ways of being in order to belong not only does a disservice to them but also to the entire academy. It may be seen as a weakness that I just "dealt with it" when I didn't get into the class I was wait-listed for freshman year, or didn't have time to attend additional talks or workshops in graduate school, or had to take out student loans to pay rent, or

had to listen while a professor was mean to me, or developed insomnia during prelims, or didn't know how to negotiate my salary or navigate the academic job market. But my ability to deal with it is actually a strength. Working-class kids do not grow up feeling entitled; to borrow Annette Lareau's words, we are not concertively cultivated. And, in fact, it is precisely that ability to deal with it that makes me a better colleague, teacher and mentor.

Having that ability means that I'm able to share with others and not always take the credit, empathize with students and help them feel like they belong, and see beyond the surface to understand that peo-

ple miss classes or assignments for reasons beyond being "lazy." It allows me to see the hypocrisy of profiting off poverty research, of charging students more in tuition while increasing class size and of advocating for social justice while simultaneously exploiting graduate student labor. In short, my ability to deal with it means that I'm able to see things differently and communicate those things to people outside the traditional academic sphere.

First-generation Ph.D.s bring a great deal of knowledge, experience and strengths to the academy that should not only be recognized but also appreciated. So, I ask, how we can better support our first-genera-

tion graduate students?

How can we create an environment in which they feel truly welcomed without having to change who they are? How can we ensure first-generation Ph.D.s can fully engage in their learning without working multiple additional jobs? And how can we create more space for first-generation Ph.D.s to have conversations like these without shame or stigma? ∎

Bio:

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https://www.insidehighered.com/advice/2019/10/09/first-generation-phd-student-describes-her-struggles-opinion

Why You Should Pursue Passion Projects in Grad School

By Dan Moseson // September 30, 2019

They allow you to explore your skills, gain experience and refine career goals, writes Dan Moseson, who provides advice for successfully doing so.

In a previous "Carpe Careers" piece, "From the Basement to the Dome," James M. Van Wyck, professional development program specialist at Princeton University Graduate School, wrote, "Find ways to work on passion projects. Maximize the value of these extracurriculars by intentionally working with graduate students (and with all kinds of partners) outside your area of specialty."

This is an excellent idea, no matter what career track you may be considering. And in this article, I'll explain why.

My doctoral program in religion at Syracuse University was a great place to pursue passion projects, given its interdisciplinary curriculum and the strong culture of student involvement and leadership on the campus. I had a lot of interests, took a wide range of classes and always wondered what would happen if all the fascinating faculty members from across the university found themselves in the same room. So, working with my department, I set out to do just that: to actu-

ally get them in the same room.

Working with other students from my program, I led the organization of an interdisciplinary symposium on the meaning of "theory," a concern that touches every academic discipline in some way. This experience helped me discover and develop skills I now use every day as a graduate career coach at the University of Utah.

To make the event happen, I had to tackle a range of challenges at once. The first was narrowing the topic down and communicating it in a way that an interdisciplinary group of students and faculty members could understand. The second was securing the funding, which I had to justify using in this specific way.

The third challenge was logistical: working with different faculty members and campus agencies to schedule participants, secure space, order and pay for catering, and get the word out. I also learned a valuable lesson about limits on individual time and skill and the need for teamwork.
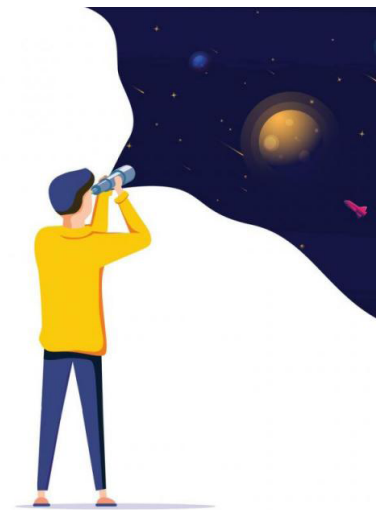
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In my current job, I draw on those experiences in communication and organization to create and promote graduate student events and gain faculty buy-in for an expanded range of graduate student career paths. The symposium also turned out to be a great experience in dreaming up and carrying out a large project involving different stakeholders and navigating the relationships and regulations that

make universities run. (Chris M. Golde, assistant director of career communities for Ph.D.s and post-docs at Stanford University, discusses those here.) As an added bonus, I actually got to organize and experience some of the open-ended interdisciplinary exchanges that I found so intriguing when, as part of my research, I learned about the 1960s and '70s prehistory of mindfulness and contemplative studies.

For someone who never quite identified their niche as a future faculty member, it was important to experience putting my skill set to work in a different role. I could not have landed my current job without such experiences on my résumé. More important, I would never have known I wanted a job like this in the first place.

So, why should you pursue your own passion project while in grad school?

1. You get to experience yourself accomplishing things in a role other than instructor and researcher. (I owe this insight to Teresa Mangum of the University of Iowa's Obermann Institute for Advanced Studies.) That is vital for anyone considering nonfaculty careers, as your résumé will begin to accumulate important evidence that you are effective outside the classroom and the library.

2. As Van Wyck writes, you get to meet and work with students, scholars and administrators outside your discipline, honing your (already strong)

> **For someone who never quite identified their niche as a future faculty member, it was important to experience putting my skill set to work in a different role.**

skills in articulating and solving problems in a range of domains.

3. You get to (re)discover other passions outside your research or in relation to it. As Robert Pearson, director of professional development at the University of Texas Dallas Graduate School, recently wrote here, you may find that you can still do the things you cherish most outside of academic research and teaching.

4. You become better at translating the complex goals and subject knowledge of your discipline into terms nonspecialists can understand -- a highly valued skill in any career.

5. You get to build very useful connections for academic and nonacademic career paths, as Pearson noted in a recent "Carpe Careers" piece.

6. Faculty roles increasingly require more than teaching and research, Van Wyck points out. Leadership, service, administrative and fundraising/grant-writing experience are especially valuable additions to the profiles of new or aspiring faculty members, who often face high expectations for service as part of hiring, tenure and promotion.

7. Extracurricular passion projects may, in fact, make your research be-

tter in unexpected ways. Brian Alberts, American history Ph.D. and program director at the Chicago Brewseum, tells me his forays into popular history commentary (including in *The Atlantic* and *The Washington Post*) gave him new energy and new writing practices that actually made his dissertation better and helped him complete it faster.

Branching out can bring you new perspectives, deeper interest, better time management practices and a way to recover the mental and emotional energy you need to complete your research. Brian adds that grad students should seek projects that motivate them -- not just those for which they are technically qualified.

Making Your Own Passion Project Real

If you pursue your own passion project, I offer the following recommendations.

Figure out what you're passionate about. What would you like to see done or built on your campus? Whether it's a symposium like mine, a graduate student conference, a social event or a three-week occupation of an administration building, what you really want accomplished probably has some connection to why you're there in the first place.

Make the case to people with the power to help you make it happen. That might include fellow grad students, student leaders, faculty mem-

bers, campuswide grad groups, community groups, your graduate school and whatever campus-level office is responsible for grad students' professional development. (If you can't find one, default to career services and pitch it as a student professional development opportunity.)

Do it!

Keep a log of every challenge you had to meet, how you met it and what the results were. In my current role in career services, we call this the Problem-Action-Result formula, and it's equally useful for giving concrete evidence of your skills in résumés, CVs, cover letters and job interviews. Review this log with a career services professional, an academic mentor and maybe a good therapist to identify what skills you have gained, what you've learned and what you've accomplished.

Stay in touch with the people you met in the process. Learn more about their jobs by conducting informational interviews. (See best practices from "Carpe Careers" here and [here](#).) You never know what new ways you may find to use your talents and live out your values in different career fields.

One final note: your passion project might be off campus. That's OK, and it can still help your career. Throughout graduate school, my other passion project was radio. I hosted music programs at student-run and regional public radio stations. It never directly fed back into my academic work, except that it acted as break from that work. It helped me have a life outside grad school and to refill the reservoir of creativity and energy I needed to finish my degree.

It was self-care: time-consuming, sleep-depriving, profoundly caffeinated self-care.

Being an academic made me a better DJ, and being a DJ showed me a fluid, improvisational side of myself that seems to be the source of my best professional work.   ∎

Bio:

Dan Moseson is graduate student career coach at the University of Utah and a member of the Graduate Career Consortium -- an organization providing an international voice for graduate-level career and professional development leaders.