



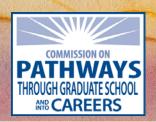




Context for the Commission

- Graduate degree holders are critical to our national workforce strategy
- People with graduate degrees contribute to a broad range of occupations
- And yet, employers, policymakers, educators, and students need to learn how to best put this talent to work





Members

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Why is Career Transparency Important?

- About 2.6 million new and replacement jobs will require an advanced degree
 - 22% increase for jobs requiring a master's degree
 - 20% for jobs requiring a doctorate or professional degree
- Advanced education levels are associated with higher salaries and lower unemployment rates
- Understanding career options may be an important factor in encouraging students to consider graduate education







The issue and our approach

- Little was known about how the work lives of graduate degree holders develop and how they are prepared for the careers they pursue
- The report examines the views of three groups students, universities, and employers—that directly observe and experience graduate career pathways







What do Students Know?

- Prior to graduate school
 - There is perceived value in obtaining an advanced degree because it provides better career opportunities and increased income potential
 - But this perceived value is tied to limited information about viable careers
 - Prior to graduate school, students consulted informal sources such as family, friends, and coworkers but did not consult sources that are better equipped to provide career information such as employers, career counselors, or placement offices







What do Students Know?

- During graduate school
 - Faculty are the primary source for career information
 - Careers encouraged by faculty are aligned with career interests of students
 - Teaching/faculty and research positions were the two most endorsed careers by both faculty and students
 - Positions in industry, government, and nonprofits were of interest to students but are endorsed less frequently by faculty
 - Very few students discuss options with a career counseling or placement office







What do Students Know?

- Following graduate school
 - Those with graduate degrees work in a broad range of occupations
 - Prior research shows that among new doctorate recipients, about one-half find initial employment in business, government, or nonprofit jobs
 - Our research shows that, even more so than those with doctorates, master's degree holders work in a variety of settings
 - In business (30%)
 - In teaching/faculty (22%)
 - In nonprofit, public service, government, and research organizations (9% 12%)







The Role of the University

- Critical in helping students find pathways through graduate school and into careers
- Graduate dean survey focused on four types of programs
 - Professional master's
 - Research master's
 - Professional doctorate
 - Research doctorate







Deans' Perspectives: Career Guidance

- Providing career guidance to graduate students is not often a high priority
- Institutions lack focus in
 - Supporting graduate student career goals
 - Providing career guidance
 - Preparing graduate students for nonacademic careers







Deans' Perspectives: Faculty Roles

- Faculty and advisors provide advice in two major areas
 - Helping students publish or present research
 - Helping students find employment opportunities
- But faculty are generally knowledgeable only about their own career trajectories which are focused on research and teaching







Deans' Perspectives: Tracking Graduate Outcomes

- Tracking recent graduates into careers and informing faculty and students of these career paths is needed
- The majority of deans are dissatisfied with their ability to track outcomes
- Major impediments
 - Time, money, lack of personnel
 - Accurate contact information







Interviews with Employers

- Graduate degree holders bring value to their organization
- But some graduate degree holders lack certain other skills necessary for job success
 - Working in a team environment
 - Creating and delivering presentations
 - Business acumen
 - Project management
 - Communicating technical issues to a nontechnical audience







Interviews with Employers

- Employers advocate for stronger ties between graduate school experiences and workforce needs
 - There is a disconnect in the graduate school or program's curriculum and employer needs
 - A multidisciplinary focus is needed







Recommendations for Universities

- Make early connections with students
 - Build relationships between K-12, community colleges, and fouryear colleges
- Make career counseling services available to graduate students
 - Professional skills development
 - Needed resources
 - Guidance in preparing for a variety of career options







Recommendations for Universities

- Track career outcomes and job placement information for graduates
 - Track beyond initial employment following graduate school
 - Provide this information to faculty
- Broaden the focus of graduate education to include the development of professional skills







Recommendations for Employers

- Enhance and expand collaborative relationships with graduate education
- Make strategic investments in graduate education programs
- Provide support for employees pursing graduate studies while employed







Recommendations for Policymakers

- Establish a Professional Plus Program
- Increase federal government support for graduate education
 - COMPETES doctoral traineeship program
 - New Integrative Graduate Humanities Education and Research Training program
- Create an advisory commission to support workforce priorities







Collaboration among universities, employers, and policymakers is critical in meeting the nation's need for highly skilled talent with graduate level preparation.





