



April 18, 2019

3:30-5 pm Smith Lab 4012

Theme: Diverse Graduate Student Retention

Guest: Dr. La'Tonia Stiner-Jones, Assistant Dean of Graduate Programs, Graduate Education & Assistant Professor of Practice, Biomedical Engineering

Attendance: 14

Welcome/Introduction: Ana Casado (College of Engineering)

- Discussion of AGPA Conference
 - Call for interest; save the date will go out at the end of April
 - Questions of who to invite: MAGAP list serv, colleagues at other institutions
 - Submitting proposals
 - These don't have to be research
 - Can be tips and tricks, networking, tech sessions
 - Encourage presentations with peers at other schools
 - Theme: Fostering Outreach Creating Unconditional Support (FOCUS)
 - Potential keynote: Dr. Quinn Capers from College of Medicine
 - Student involvement: Kerry had a student panel last year
 - Jon: AGPA elections will be after conference
 - Ana: introduces potential AGPA diversity coordinator role
 - More permanent position to lead diversity discussion groups

Grad Student Recruitment and Retention: La'Tonia Stiner-Jones and group discussion

- Office of Graduate Education (her office)
 - Newer office (5.5 years); she started it
- Recruitment: multi-faceted from prospect to application to attendance
- She is from a medical background where recruitment is more active, and engineering was more passive when she arrived
 - Needed to work to shift from passive to active recruitment
 - Now have database for prospects, have on-campus recruitment event each fall, and staff attend recruitment events
 - 55-70% of those who visit campus apply to OSU
 - They make sure recruited students are admissible
- Women and underrepresented minorities, 25% and 6% in engineering nationally (respectively)
- 3.6 is average GPA of student recruits brought to campus; they don't want to bring inadmissible students.
- They hold an Open house and students who attend are eligible for an application fee waiver and travel reimbursement
- Their recruitment database is largely made up of students they've met at off-campus events and through partnerships with other institutions
 - Evidence shows a personal touch makes a difference
 - Database has name, contact info, discipline, and GPA
 - They gather consent from students to provide their info (FERPA compliant)





- They also buy GRE lists
- Advantage in STEM fields=OSU partners with National GEM Consortium
 - Mission is to increase number of graduate students in STEM fields (underrepresented minorities)
 - This is a big recruitment tool, it is a database of students and includes GRE scores, resumes, etc.
 - Using this database increased applications from underrepresented minorities by 67%
 - Students can apply to this database and she encourages staff to tell students to apply to it; National GEM Consortium also recruits for it
- Funding is significant to recruitment
 - She worked with Arts & Sciences (OSU) and they formed an MOU for Discovery Scholars
 - They have fellowships within the College of Engineering and recruitment scholarships separate from the Graduate School fellowship program
 - They have diversity-specific criteria; do not have the same criteria as the Graduate School; are focused on program support of students
- Committee for Graduate and Post-Doctoral benefits committee
 - Interest in being more competitive with funding
 - Multi-year funding offers are common at other schools
 - Programs encouraged to put true value of award into letter (stipend, tuition and fees, health insurance and cost of living)
 - Programs should keep up with stipends of other schools (by discipline) rather than Graduate School minimum
 - Engineering stipends often exceed this
- Engaging Faculty in Recruitment
 - Summer Research Opportunities Program
 - Identify admissible students from diverse groups
 - Buckeye-REU program (inaugural cohort of 10 this summer)
 - Build relationships with faculty
 - They encourage faculty to attend the Open House
- Retention
 - She noticed they didn't have affinity groups when she arrived and students were interested in forming them
 - In three years they've created groups for Women, Latinx, and black students (college-level) where students can engage with alumni and industry
 - Mentoring workshops
 - Advisors are significant to whether student will finish
 - They have increased faculty diversity, but it is a faster process to increase student diversity. It is significant to creating a more inclusive culture for students and faculty
- Professional and Career Development: faculty may not be as well-versed in preparing students for jobs in industry, but over 70% of their students move on to industry
 - They have developed a three-prong professional development track
 - Health and wellness, academic and career readiness, student success
 - They are looking to create more internship and co-op experiences because students need business context to advance careers
- Tips for Success





- Collaboration is key
 - They connected with similarly aligned peers
- Get buy-in
 - Faculty buy-in is instrumental to success, and it's important to educate faculty on benefits of recruitment
 - The mentoring workshops allow faculty to learn techniques and best practices
- Identify what success in your program looks like
 - Focus on where undergraduates are coming from, ask current graduate students to reach out to their undergraduate institutions
- Ana: notes the importance of holding on-campus information sessions (what is ____ program/major?)
 - Have students visit their alma maters and present on their research

May 16, 5-7 District Pourhouse (Gateway)

AGPA Social Event: Spring Happy Hour!

June 20, Time & Location TBD

Implicit Bias with Lena Tenney (Kirwan Institute for the Study of Race and Ethnicity)

July 11

AGPA 2019 Conference

- *For more information and resources from the Association of Graduate & Professional Administrators, visit <http://u.osu.edu/agpa/>*
- *To join the email listserv, visit www.go.osu.edu/joinagpa*

