The Mentor is the Graduate School’s newsletter for graduate faculty, graduate program coordinators and graduate advisers. We hope to keep you informed of new policies, workshops and general news that may interest you when helping your graduate students.

IMPORTANT DEADLINES

Please refer to the Graduate School website to access information on academic deadlines:
http://gradschool.oregonstate.edu/success/deadlines.

The Graduate School administers a program that is designed to provide part of the costs of graduate students attending and presenting scholarly achievements at prestigious conferences and venues. The deadline is May 1 for travel between June 1 and October 31. Details about the program can be found at http://oregonstate.edu/dept/grad_school/travel.php.

Nominations for the Excellence in Graduate Mentoring Award are due April 11, 2014. For information about this award, see: http://gradschool.oregonstate.edu/faculty/mentoring-award.

WORKSHOPS FOR FACULTY

A Graduate Program Review Workshop will be held in MU 213 on April 16, 2014 from 9:00-11:00 a.m. The purpose of the workshop is to review the program review guidelines, process and expectations. Programs being reviewed over the next three years include:

2013-2014
Civil Engineering
Human Development & Family Studies
Wood Science

2014-2015
Water Resources Engineering
Water Resources Policy & Management
Water Resources Science
Crop Science
Soil Science
Microbiology
Biochemistry & Biophysics
Chemical Engineering
Statistics
Contemporary Hispanic Studies

2015-2016
Industrial & Manufacturing Engineering
Molecular & Cellular Biology
Nuclear Engineering
Radiation Health Physics

IMPORTANT DEADLINES

WORKSHOPS FOR FACULTY

GRADUATE FELLOWSHIPS

TEACHING CERTIFICATE

OMBUDS CORNER

UPDATES AND REMINDERS

• Graduate Education Software
• Ecampus courses
• INTO Pathways
• Graduate Council
• FMLA Policy
Hugh Kearns, our annual speaker from Adelaide, Australia, presented six workshops last month, one of which was designed for mentors/advisers. These workshops are available to view at: https://media.oregonstate.edu/. Search “Hugh Kearns”.

Graduate Faculty Mentoring Workshop

Vice Provost for Student Affairs, Larry Roper, will lead our spring Graduate Faculty Mentoring Workshop focusing on graduate student success. The workshop will be held in the Agricultural Leaders Room at LaSells Stewart Center on the afternoon of May 19, 2014. If you missed our fall Graduate Faculty Orientation, this will be a great workshop to attend.

Three Factors Influencing Persistence and Withdrawal for Part-time Adult Graduate Students

by Marian Cohen, Professor, Framingham State University, co-written with Scott Greenberg, Associate Vice President of Academic Affairs, Framingham State University


We're Top Ten!

OSU has 19 doctoral programs in the "top ten" for their respective disciplines among all land grant institutions based on a Faculty Scholarly Productivity Index (FSPI) analysis using Academic Analytics (Copyright © 2014, Academic Analytics, LLC): Forest Ecosystems and Society, Fisheries Science, Mathematics Education, Wildlife Science, Geography, Science Education, Applied Economics, Zoology, Public Health, Pharmacy, Wood Science, Public Policy, Nutrition, Ocean, Earth, and Atmospheric Sciences, Radiation Health Physics, Environmental and Molecular Toxicology, Human Development and Family Studies, Medical Physics, and Design and Human Environment. Additionally, OSU has 38 of its 53 doctoral programs in the "top twenty" (according to FSPI, Academic Analytics) for their respective disciplines among all land grant institutions.

Scholars’ Insights

A graduate student competition to communicate impact

Provost Randhawa and the OSU Graduate School will host the second annual university-wide “Scholars’ Insights” event on May 7, 2014, from 6:00-10:00 p.m. at the LaSells Stewart Center in the Construction and Engineering Hall. OSU graduate students will have the opportunity to present the impact of their scholarly works to a non-specialist audience at OSU and the Corvallis community. The event will be broadly advertised. The purpose of the presentations is to generate awareness, stimulate thought, inspire attendees and reach out to the local community. The presentations will be videotaped and the winning presentations will be shared via “YouTube” and on the OSU Graduate School website to showcase OSU’s graduate student accomplishments.

Graduate students will network with other students, faculty and community members; learn of research and other creative and scholarly activities across the university; and have fun!! The event will be followed by a reception for participants and the community, while awaiting the judges’ determination of the three best presentations. This is a Three Minute Thesis (3MT) competition and will roll up into a statewide competition on May 17, 2014, 3:00-5:00 p.m. at Hoffman Hall, Portland State University.

The number of presentations will be limited to 40 and will include submissions from each Division (Arts and Sciences, Earth Systems Science, Health Sciences, and Business and Engineering) and the Interdisciplinary graduate programs. Participants will use no more than one single PowerPoint slide. A committee consisting of a graduate student, a professional communications specialist, a graduate faculty member, a community member and a representative from the Graduate School will select the top three presentations. Presentations will be evaluated for communication style, clarity and structure, inspiration, and impact. First, Second and People’s Choice will be awarded $1,000, $500 and $500, respectively.

Any graduate student (part-time or full-time) who is nearing completion of their graduate program and wishes to share the impact of their research, project or scholarly output to a non-specialist audience is eligible to participate. Students will submit their registration and slides online by April 25, 2014. The registration site will be available on April 11 and found under the “Upcoming Events section” of the Graduate School website (http://gradschool.oregonstate.edu). The information to be submitted can be found on the registration site. Submission of registration and slide indicates commitment to the entire event.

If you have any questions, please contact Megan Ferris (megan.ferris@oregonstate.edu) or Anita Azarenko (anita.azarenko@oregonstate.edu) in the Graduate School.

Most Ph.D.’s in STEM Fields Work Outside of Academe, Analysis Finds by Vimal Patel

Students pursuing Ph.D.’s in science, technology, engineering, and mathematics need broader training to prepare them for work outside academe since most pursue nonacademic careers, according to a report being released on Tuesday by the American Institutes for Research.

The group’s analysis of federal data shows that 61 percent of students in those disciplines—known as the STEM fields—have nonacademic careers, and that 43 percent of Ph.D.’s in those careers say their primary work activity is not research and development. The analysis was based on data about more than 400,000 people who earned doctorates in STEM fields from 1959 to 2020.

“This tells us that Ph.D. students need more skills training that’s instrumental to their careers,” the authors of the report, “The Nonacademic Careers of STEM Ph.D. Holders,” said in a news release. “Retention in STEM—particularly for underrepresented groups—would improve if Ph.D. training and career guidance are more relevant to the nonacademic sectors most students enter.” Among STEM-field graduates, engineering Ph.D.’s are the most likely to take up nonacademic careers, the report says, with 74 percent of those doctorate recipients studied reporting careers outside of higher education. Mathematics and statistics students are the least likely to have nonacademic careers, with 39 percent saying they are working outside of higher education.
**SUPPORT GRADUATE FELLOWSHIPS**

The Foundation Fellowship Tuition Support Program provides graduate tuition scholarships to graduate fellows whose stipends are paid by approved OSU Foundation funds that are dedicated to graduate fellowships. These stipend funds must be from an endowed fellowship account.

If you are interested in working with the Graduate School to set up qualified fellowship endowments in order to take advantage of this tuition support program, or if you would like to discuss the possibility of converting non-endowed cash Foundation accounts into endowment funds for this purpose, please contact Fran Saveriano (fran.saveriano@oregonstate.edu) or Brenda McComb (brenda.mccomb@oregonstate.edu) in the Graduate School.

Also, please consider contributing to an endowed graduate fellowship account either through your home college or through the Graduate School. We hope to build graduate fellowship endowments to provide support for our outstanding graduate students long into the future. You can have any amount deducted from your monthly paycheck toward this goal.

**GRADUATE CERTIFICATE IN COLLEGE AND UNIVERSITY TEACHING**

Help train tomorrow’s professoriate: Encourage your graduate students to apply for the Graduate Certificate in College and University Teaching!

The Graduate School is currently accepting applications for fall 2014 enrollment in the Graduate Certificate in College and University Teaching (GCCUT). This 18-credit graduate certificate is designed to provide advanced coursework and experiential learning opportunities for current OSU graduate students who plan to pursue careers involving teaching in higher education settings, or those who plan to pursue careers that require similar skill sets in leadership and facilitation. While seeking their respective degrees, OSU graduate students can earn a transcript-visible credential that validates their investment in their own professional development, and thus confers an advantage in competitive hiring environments. This certificate program is an important investment in the quality of undergraduate instruction at OSU and in the strength of tomorrow’s professoriate. Please encourage graduate students in your circles to make the most of their time here and invest in their professional development! The deadline for priority consideration is April 15, 2014. Please visit the GCCUT website (http://gradschool.oregonstate.edu/gccut) for more information and online application materials. For additional questions, contact Jessica White, Director, Graduate Certificate in College and University Teaching at jessica.white@oregonstate.edu.

**Holistic Graduate Education Initiative and Course Opportunities**

The Holistic Graduate Education (HGE) initiative provides educational and training opportunities for vital non-disciplinary professional skills. Approximately 60-80% of doctoral students will find employment upon graduation in non-university positions. The HGE intends to catalyze a change in how graduate students are prepared to become our future leaders, scholars, scientists, engineers, artists and professionals. This term’s offerings include:

- **GRAD 420 (4 cr)** - Graduate school preparation
- **GRAD 430/530 (4 cr)** - Introduction to scientific diving
- **GRAD 520 (1 cr)** - Responsible conduct of research
- **GRAD 550 (2 cr)** - Introduction to online course development and facilitation

To learn more about the HGE, visit: http://gradschool.oregonstate.edu/about/hge

**IRB Express!**

Studies meeting the definition of "exempt" can be reviewed and acknowledged in person during a meeting with the IRB staff! This in-person review bypasses the usual electronic review process, thus enabling the review of your protocol to take place immediately. EXPRESS REVIEW may be used for both initial applications and project revisions. This service is open to all researchers, including students, but the Principal Investigator must attend the meeting. http://oregonstate.edu/research/irb/express-review-exempt-studies

**Women in Science** is hosting a Strengths Finder workshop and discussion with Dr. Dede Olsen (PNW Research Station) on Tuesday, April 15, 2014 from 1:00-2:00 p.m. in Richardson 313 (limited number of spots, registration required). The workshop is based on the book and online strengths test Strengths Finder 2.0 by Tom Rath. To register, email danielle.marias@oregonstate.edu or madeleine.eckmann@oregonstate.edu and join our listserve (http://frontend.science.oregonstate.edu/mailman/listinfo/wis)! Women in Science provides support and resources for women in science at Oregon State University, particularly graduate students, research assistants, and early-career faculty members. Activities include meetings with featured speakers, networking, and workshops on topics relevant to women in science.

**Toastmasters** Club 3722 will be celebrating 50 years on May 2, 2014 at the Valley Library, East and West Willamette Industries seminar room (room 3622/3), from 11:30 a.m. to 1:00 p.m. The Club began through the vision of members of the US Air Force at Camp Adair in 1964. Although the base shut down in the early 1970’s, the Club evolved and endured, assisting hundreds of community members in improving their communication and leadership skills. The Club has gone through several changes – from an all-male club to an inclusive club and from club names such as Wheeler Dealers to Oregon State Toastmasters. The Club met off-campus in several locations, then started meeting at the Crop Science Building in February 1980. We still meet at the Crop Science Building, Room 119 at noon on Fridays.

**About Toastmasters International**

“Toastmasters International is a nonprofit educational organization that teaches public speaking and leadership skills through a worldwide network of meeting locations. Headquartered in Rancho Santa Margarita, California, the organization’s membership exceeds 292,000 in more than 14,350 clubs in 122 countries. Since 1924, Toastmasters International has helped people of all backgrounds become more confident in front of an audience. For information about local Toastmasters clubs, please visit www.toastmasters.org. Follow @Toastmasters on Twitter.”
A wine and cheese reception for Recognizing Graduate Student Excellence will be held in the Memorial Union Lounge on May 15, 2014, from 6:00-8:00 p.m. to honor OSU graduate students who received fellowships, scholarships or awards for 2013-2014. Invitations will be sent to students in April.

The Faculty and Staff Fitness Program provides fun and engaging activity classes for faculty, staff and graduate students and their spouses. Classes include dance, weights, aerobics, yoga, swimming and more. Courses cost just $50 for twice a week for the term to $65 for three times a week per term. If you have more questions or want to see our schedules you can contact us at pac.fsf@oregonstate.edu or visit our website at http://health.oregonstate.edu/faculty-staff-fitness.

Walking Wednesday: 30 minute walking group on Wednesdays from 12:10 - 12:40 p.m. at the Student Legacy Park track during spring term. Students, faculty and staff (RecSports members and non-members) welcome! Free.

Dam Fit: Small group personal training. Choose a beginner, intermediate or advanced group. Open to students and Recreational Sports members. $50 term, registration closes April 4. Learn more at http://oregonstate.edu/recsports/fitness

Sit Less, Move More. The average adult sits for 9 hours a day. Prolonged sitting is hazardous to your health even if you get 30 minutes of physical activity a day. Take a break from sitting every hour! Learn more at http://blogs.oregonstate.edu/bewell/

Safety courses: CPR, First Aid and Lifeguard courses available. Learn more at http://oregonstate.edu/recsports/safety-classes

OMBUDS CORNER

University Ombuds Office: What's New?
The University Ombuds Office (UOO) provides an informal, impartial, independent and confidential* means of conflict management to all members of the campus community. To better serve our students and employees, a new team member, Donetta Sheffield, has joined us as the Ombuds Services Coordinator. Donetta has been a member of the OSU community for over 25 years and assists the Ombuds by being the first point of contact for visitors. She can be reached at 541-737-4537 for general information about our services, or to schedule an appointment with an Ombuds.

The UOO recently added a Videos and Webinar section to our website which shares information about our office, workplace bullying and conflict management skills. To access these videos please visit our website at http://oregonstate.edu/ombuds/training-videos.

Ombuds’ Spring Term Tip: How you say things matters!

Clear and thoughtful communication can help ensure that your messages are fully received. Framing your language by choosing neutral words to express yourself will foster the best chance of being heard in the manner you intended while reducing the chances for misunderstanding or a defensive response. For example, if you bring up an important concern with a peer and the peer responds by saying “We’ve already talked about this a hundred times,” your reaction might be to feel your interests are being ignored, or that your concern was not important to the other person. Now imagine if your peer had responded with “Yes, I remember talking about this earlier. Has something changed?” This response, reframed, acknowledges your past discussions and interest in further discussion to address your concern. Through clear and thoughtfully framed communication, a more productive conversation can now take place. Keep in mind that it takes practice to change any habit or skill, including conflict management strategies and behaviors. The University Ombuds Office is here to help you develop healthy routines for addressing conflict.

*Confidentiality cannot be promised in all matters. Please refer to our website at http://oregonstate.edu/ombuds for more information. Speaking with an Ombuds does not constitute legal notice to the University.

G.E.T. Applicant Success!
The Graduate Education Toolkit (G.E.T.) project kicked off the Phase I development effort in September. Phase I of the G.E.T. project will replace the current graduate application for admission (providing significant upgraded functionality and usability), integrate with Banner and Nolij, provide base communications functionality, include a robust security infrastructure and improve the ability of programs to customize and manage their admissions processes. Get involved and help us create a useful and valuable tool.

Information and updates can be found on the project website: http://gradschool.oregonstate.edu/GET

Keep informed with project updates, calls for feedback and testing opportunities: http://lists.oregonstate.edu/mailman/listinfo/graduateeducationtoolkit

Ecampus Courses Counted as On-campus Courses

Again this academic year, Ecampus courses will count toward full-time status for graduate students. We will continue this program as a pilot, with appraisal and renewal decision on a year-to-year basis, in order to understand the economic impact to the university of continuing the program.

INTO Pathways

Developing a Pathway program for your graduate degrees provides a mechanism to increase your graduate student enrollment and to internationalize your program. For more information, contact Kim Johnson, Director of International Admissions in the Graduate School (kim.johnson@oregonstate.edu).

Family and Medical Leave Policy for Graduate Students

In commitment to increasing the graduating success rate of graduate students at Oregon State University, as well as the quality and diversity of graduating students, the Graduate School has implemented the Family and Medical Leave Policy for graduate students. This policy is intended to complement the regular Leave of Absence Policy for graduate students as outlined in the Graduate Catalog. For more information, see: http://oregonstate.edu/dept/grad_school/docs/Graduate-Student-Family-and-Medical-Leave-Policy.pdf.

UPDATES AND REMINDERS

Reminder: Many students complete the requirements for their degrees in spring term. Please make sure that all committee members have been approved to be on the graduate faculty. More information can be found at: http://gradschool.oregonstate.edu/faculty.
Know your Graduate Council

The Graduate Council collaborates with the Graduate School to set the policies, procedures and requirements of graduate education as described in the Graduate Catalog http://catalog.oregonstate.edu/Default.aspx?section=Graduate.

If you have a concern regarding a university policy relating to graduate education, please be sure to contact your Graduate Council member from your college:

- Jim Coakley, Business
- Andreas Schmittner, CEOAS
- Stacy Semevolos, Vet Med
- Mike Lerner, Science
- Nancy Kerkvliet, Ag Sciences
- Darrell Ross, Forestry
- Theresa Filtz, Pharmacy
- Jay Casbon, Education
- Don Jump, CPHHS
- Janet Lee, CLA
- Greg Herman, Engineering

National Research Council (NRC) Research Associateship Programs

The National Research Council of the National Academies sponsors a number of awards for graduate, postdoctoral and senior researchers at participating federal laboratories and affiliated institutions. These awards include generous stipends ranging from $42,000 - $80,000 per year for recent Ph.D. recipients, and higher for additional experience. Graduate entry level stipends begin at $30,000. These awards provide the opportunity for recipients to do independent research in some of the best-equipped and staffed laboratories in the U.S. Research opportunities are open to U.S. citizens, permanent residents, and for some of the laboratories, foreign nationals.

Detailed program information, including online applications, instructions on how to apply and a list of participating laboratories, can be found at www.nationalacademies.org/rap.

Questions should be directed to the NRC at 202-334-2760 (phone) or rap@nas.edu.

There are four annual review cycles. November, Opens September 1; Closes November 1
February, Opens December 1; Closes February 1
May, Opens March 1; Closes May 1
August, Opens June 1; Closes August 1

Applicants should contact prospective adviser(s) at the lab(s) prior to the application deadline to discuss their research interests and funding opportunities.

Do We Practice Social Justice in Graduate Education?

Most universities in the U.S. have as a part of their mission statement or affirmative action goals, some type of statement that reflects a belief in the educational value of equal opportunity for all individuals in the academy, regardless of position. But do our practices support this belief, at least in our graduate education enterprise? Based on my experience as both a Department Head and Graduate School Dean, I would say unequivocally, "sometimes".

In my opinion, at the heart of issues addressing student success and equal opportunity are principles of social justice, and the right and worth of each individual student, staff and faculty member to have equitable levels of influence over their success at the institution. We know that we have work to do because of unequal indicators of student success based on gender, race and ethnicity. Yet there is also an underlying and intersecting system of classism at most universities that impinges on the success of certain individuals, and especially students. If we value student success and equal opportunity, then in my opinion, we need to put into place practices and policies that reflect social justice principles, and minimize the power differentials that are inherent in our classist university systems. I use graduate education as an example because that is what I am most familiar with, but I have seen examples of social injustice in almost every case where power differentials occur within a university.

Oftentimes, people are blind to power differentials if it does not affect them, but the differentials still exist. Many campuses have a superficial veneer of politeness and respect that is valued by all, but often lack both the awareness of power differentials, and the underlying roots of empathy necessary to enable the success of every individual willing to work toward their goals.

I provide two cases, both real, but with pseudonyms used to protect the identities of the individuals, to demonstrate my points. Professor Smith agrees to accept a PhD Student, Jane Jones, into her lab. During the first year, Jane achieves a GPA of 3.6, and participates in lab discussions, begins crafting a study plan, and arranges for a program meeting with her committee. However, Smith and Jones disagree on the methodology for the proposed study, and Jones' committee is equally mixed in their recommendations for appropriate methods. Furthermore, Smith is not pleased with Jones' writing skills and foresees a considerable amount of work editing a dissertation and manuscripts. They also disagree philosophically on issues only peripherally related to Jones' graduate education. Smith decides that she does not want to work with Jones any longer and tells her that she needs to find another adviser. Jones goes to the Department Head, the Dean of the College and the Graduate School, seeking assistance in finding another adviser, but there is no process or policy in place to find Jones a replacement. Jones begins searching for a different degree program where someone will accept her as a student, but other faculty are already at capacity or are not interested in the work that she is interested in and has come to OSU to advance. Her only choices are to change her research topic or leave the university. If she is an international student then she faces deportation. She has lost her right to continue to pursue a graduate education. Under what circumstances do faculty rights trump student rights?

In another example, Doctoral student Adams has been working in Professor Bell's lab for the past year. Despite requests to meet and discuss a dissertation topic, Bell tells Adams that she is busy writing grants and working with her postdocs, and she can only schedule a 1-hour meeting a month in advance. Adams continues to take classes and work on a study plan, without much input from Bell, but is growing increasingly unhappy with the lack of direct mentoring she is receiving from Bell. She approaches the Department Head about what it would take to switch advisers. The Department Head tells her it is up to her, as the student, to arrange any change in adviser. Bell goes to her Dean and the Graduate School to seek advice. Finally, the University Ombuds becomes involved to seek a way of resolving the conflict. The Department Head reluctantly agrees to advise the student. Under what circumstances do faculty rights trump student rights?

Students can be dismissed from Graduate Programs if they are guilty of violating an Academic Dishonesty policy or if they are failing to make progress toward their degree.
A student cannot be dismissed because their adviser no longer wants to work with them, but the student can be cut adrift in search of an adviser. Students in relationships with advisers that adversely affect student success can leave their adviser, but there are not consistent processes in place to find a replacement adviser.

Faculty can be dismissed from the University only when policies or laws have been broken or in cases of financial exigency. They can be reprimanded for violation of policies, such as those dealing with consensual relations or bullying. Yet because of the power differentials between students and faculty, most students are reluctant to file a formal complaint or grievance. Retribution may be prohibited by the university, but in most cases we have no way of knowing if it has occurred or not. Under what circumstances do faculty rights trump student rights?

If we are to truly practice the principles of social justice in graduate education, then faculty and students will interact together in a manner that:

1. Balances power and rights between students and faculty
2. Enhances opportunities for success for both students and faculty
3. Promotes equitable opportunities for all students while maintaining high standards of academic rigor
4. Creates a culture of empathy and support for faculty, staff, and students equally within all units.

These practices are standard in a few graduate programs and among some faculty, but—in my opinion—cannot be considered the norm at most universities. Very few faculty are trained in being effective mentors for graduate students, and very few faculty are trained in the principles of social justice. Many faculty advise students using the model that they experienced when they were graduate students, which too often was antithetical to the four points listed above. Professional development for faculty that emphasizes best practices and effective orientation for students around these topics may increase the implementation of social justice principles in our graduate education system. Further, faculty and students who bear witness to violations of social justice occurring around them should not remain silent bystanders. We must be vigilant in creating a culture that will represent our belief in the educational value of equal opportunity. The realization of equal opportunities for all individuals will only be accomplished through collective action that works to un-do underlying systems of classism and unjust power differentials, and in its place, nurture a culture of mutual respect and equitable opportunity, grounded in roots of empathy and compassion.

I thank C. Everson, L. Roper, H. Kearns, and B. Steel for their comments on this essay.

Brenda McComb, Dean
The Graduate School
Oregon State University

Graduate School on Facebook

For news announcements highlighting achievements by or services for our graduate students, check out our Facebook page. [http://www.facebook.com/osu.graduateschool.page](http://www.facebook.com/osu.graduateschool.page)

Connect with the Graduate School on LinkedIn!

Search for our Group: Oregon State Graduate School

Check our Webpage for News

The Graduate School frequently updates the “Announcements” on its home page [gradschool.oregonstate.edu](http://gradschool.oregonstate.edu). Please check it for news, workshops, funding opportunities and other events. Have a great spring term! Brenda McComb, Dean