

BROADENING PARTICIPATION IN RESEARCH CAREERS

Effective Practices for Graduate Programs

EVALUATION

Ongoing data collection and analyses identify what is working and what is not, and inform decisions. Data covers recruiting (through enrollment); social climate and experiences; parity in meeting milestones; and post-graduation placements. Graduating and departing students are interviewed when they leave.

ADMISSIONS

Active recruitment is always ongoing, including at conferences that faculty attend. Faculty establish and use explicit evaluation criteria, and share them with applicants and letter writers. Departments cement acceptances by making early, firm funding offers and by communicating regularly with applicants. Faculty and students help incoming students with relocation issues.

SOCIAL ECOSYSTEMS

Interactions in classes, labs, and the department contribute to a sense of belonging in the local intellectual community. Peer and faculty mentoring programs foster students' psychosocial well-being and grow their professional networks. Graduate student group(s) facilitate cohort and community building.

ADVISORS

Advising roles are explicit, and advisors fulfill their responsibilities. Advisors meet regularly with students to support progress; supervise acquisition of technical skills and professional development; and champion students within the department and the field. Departments proactively address non-optimal advising relationships.



POLICIES AND ACCOUNTABILITY

Policies and expectations for faculty and students are clearly articulated in time-stamped, regularly updated faculty and student handbooks. Formal annual reviews of students use explicit criteria for progress and provide supportive solutions. Flexibility and support for family and life events are institutionalized. Mechanisms for preventing and addressing uncomfortable or difficult situations are codified and enforced. Successful reform strategies become official policies.

DOCTORAL LIFECYCLE

Students know where they are and what they need to do because there is a clear timeline, a checklist of milestones, and criteria for how they will be evaluated. Students gradually gain responsibility over the course of the doctoral lifecycle and acquire a sense of ownership, autonomy, and meaningful progress.

For more information, please contact info@ncwit.org.

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